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School

UNIQUE EDUCATION JOURNAL

Ms. Shilpa Monga

Career Counsellor, iDreamCareer.com, Surat, Gujarat

Talks about how important career guidance program in schools is.

Ms. Ritu Gulati Saggar

ISAC Cyber Psychologist ICCP & CCIO, ISAC, New Delhi

Discusses the causes and effect of current cyber problems.

Ms. Bhanupriya Malhan

Vice Principal, SVS International School, Meerut

Uttar Pradesh, explains understanding of child psychology.

Ms. Almas Khot

IBDP/IGCSE English Secondary School Educator, Mumbai

Elaborates on differentiation as a pedagogy.

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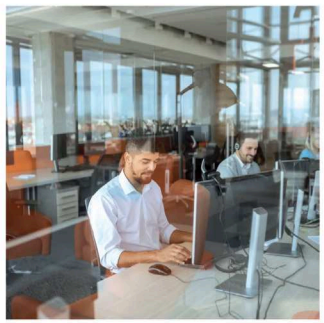

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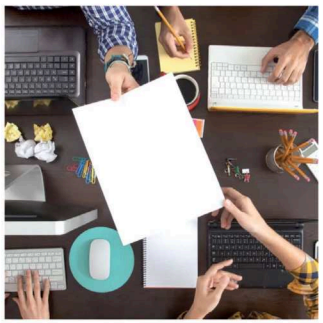

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To attract students from other countries, particularly the UK and USA, to study in India, several strategies can be implemented:

By implementing these strategies, India can position itself as an attractive destination for students from the UK, USA, and other countries, fostering greater international collaboration and exchange in the field of education.

1. Enhance Academic Quality: Strengthening the quality of education and research facilities in Indian universities is crucial. Investing in infrastructure, faculty development, and research opportunities can make Indian institutions more attractive to international students.

2. Promote Cultural Exchange: Highlighting India's rich cultural heritage and diverse society can be a significant draw for international students. Promoting cultural exchange programs, festivals, and events can create a welcoming environment for students from other countries.

3. Offer Scholarships and Financial Aid: Providing scholarships and financial aid to international students can make studying in India more affordable and appealing. These initiatives can help alleviate financial barriers and attract talented students from abroad.

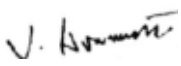
4. Improve Visa and Immigration Policies: Streamlining visa processes and offering post-study work opportunities can enhance the overall experience for international students in India. Clear and favorable immigration policies can encourage students to choose India as their study destination.

5. Collaborate with International Universities: Establishing partnerships and collaborations with universities in the UK, USA, and other countries can facilitate student exchange programs, joint research initiatives, and dual-degree programs. These collaborations can enhance the academic experience and reputation of Indian institutions.

6. Promote Indian Education Abroad: Launching targeted marketing campaigns and participation in international education fairs can raise awareness about the quality and diversity of educational opportunities in India. Highlighting success stories of Indian alumni can also showcase the benefits of studying in India to prospective international students.

7. Focus on Emerging Fields and Specializations: Emphasizing India's strengths in emerging fields such as technology, biotechnology, and renewable energy can attract students interested in these areas. Offering specialized programs and research opportunities can differentiate Indian universities from their counterparts abroad.

8. Provide Support Services: Offering comprehensive support services, including accommodation assistance, language classes, and cultural orientation programs, can help international students adjust to life in India. Creating a student-friendly environment and addressing the needs of diverse student populations are essential for attracting and retaining international students. By implementing these strategies, India can position itself as an attractive destination for students from the UK, USA, and other countries, fostering greater international collaboration and exchange in the field of education.



V. Isvarmurti
Founder & Chairman

Delhi govt allocates ₹16,396 crore for education in 2024-25 budget, says providing quality education a priority

Finance Minister Atishi Marlena, who also holds the education portfolio, said major changes have been introduced in Delhi government schools in last 10 years.

The Delhi Government has allocated ₹16,396 crore for education in its budget for the fiscal year 2024-25. Finance Minister Atishi Marlena, while announcing the budget, said that the priority of the state government is to focus on providing quality education to the residents of the city (PTI photo).

The Government of Delhi has allocated ₹16,396 crore for education in its budget for the fiscal year 2024-25 announced recently.

Presenting the budget in the Delhi Assembly, Finance Minister Atishi Marlena said the priority of the state government is to focus on providing quality education to the residents of the city.

The minister highlighted that the government schools under the Kejriwal-led state government have transformed signifi cantly.

"In the last 10 years, major changes have been introduced in Delhi government schools. We doubled the budget for education in the national capital. Today we are proposing a budget of ₹16,396 crore for education in Delhi," she said.

"Before the Kejriwal government, the condition of Delhi government schools was not good. People were forced to go to private schools to study," Atishi, who also holds the education portfolio, added.

Atishi said former deputy chief minister Manish Sisodia had played a significant role in improving the education scenario in Delhi.

She further said the Kejriwal-led Delhi government has been working on teachers' training and has so far regularised 47,914 teachers while the recruitment process for 7,000 vacancies is currently underway.

She said the results of students in Delhi government schools have improved under the Kejriwal government and they now perform better than the private schools.

Atishi also noted that the seats in state-run universities have been increased by 20,000 with a total of 93,000 students currently enrolled in these institutes.

Atishi presented the budget for the financial year 2024-25 in the state assembly on Monday with an outlay of ₹76,000 crore, and said the government is trying to realize the dream of 'Ram Rajya'..

Source: www.hindustantimes.com

Performance of students in Delhi hovered between 30 to 50% in all subjects: Economic survey

The learning outcomes of students in Delhi schools in 2021 were 30–50%. Proficiency in English was high (52–58%), while in Mathematics it was low (35–47%). Delhi government schools' performance declined. Technical and professional course intake declined in 2023–24.

The learning outcomes of students from classes 3 to 10 in all subjects in Delhi schools hovered between 30 to 50 per cent in 2021, even as the performance was above the national average for many classes, according to the city's Economic Survey. Finance minister Atishi presented the Economic Survey in the Delhi Assembly recently.

According to the 2023-24 Economic Survey of Delhi, the proficiency of students in the capital was the highest in English ranging between 52 to 58 per cent while it was the

lowest in Mathematics between 35 to 47 per cent across classes.

The pass percentage of students at senior and senior secondary levels has dropped in Delhi government schools since 2021.

The survey also showed a downward trend in the intake capacity of technical and professional courses in the state-run lleges and universities in the city in 2023-24 when compared to last year.

The total intake capacity in such courses has marginally declined from 20,069 in 2022-23 to 19,293 in 2023-24, the data shows.

As per the data, in several of these colleges and universities the intake of students has not increased and the number of such institutes have remained static since 2021-22.

There are a total of 18,214 students enrolled in the technical institutes run by the state government while the city has a total of 48 percent higher educational institutions that come under the category of professional educational institutions, it showed.

Meanwhile, the number of startups have increased in the city to 274 till November 2023 from 156 in the corresponding period in 2022, as per the data.

Nearly 100 per cent of government schools in the city are equipped with facilities like playgrounds, toilets, drinking water, electricity and computer facilities, the survey states.

The Delhi government was top among the states with highest budgetary allocation at nearly 21 per cent for the education sector in 2023-24, the data showed.

The survey quoted figures from the State Budget Analysis Report of RBI, UDISE 2021-22, National Achievement Survey 2021, Directorate of Education, and Directorate of Technical Education.

Source: www.timesofindia.indiatimes.com

School education department of Tamil Nadu has partnered with Microsoft to expand the Technology Education and Learning Support (TEALS) in the state.

TN school education department partners with Microsoft to expand AI-based education

The school education department of Tamil Nadu partners with Microsoft to expand the Technology Education and Learning Support (TEALS) across the state. The project which was initially piloted in 14 schools, will now expand to 100 schools. Teachers are trained to teach students HTML, C++, Python, game development, and Artificial Intelligence.

The school education department of Tamil Nadu has partnered with Microsoft to expand the Technology Education and Learning Support (TEALS) in the state.

The project which was on a pilot basis in the state in 14 schools across three districts will now be expanded to 100 schools. Teachers have been trained to teach students HTML, C++, Python, game development and Artificial Intelligence.

The initiative is launched for the first time in India and will benefit students from Class 8 to 12. Tamil Nadu school teachers who have been undergoing training since the beginni ng of the present academic year have now started teaching students about TEALS module.

Microsoft is providing training to teachers and has been monitoring the progress.

Cecil M.Sundar, Director Data and AI of Microsoft said that there would be huge demand for AI based jobs in next 5-10 years and students equipped with these skills will be able to get more job opportunities.

Source: www.hindustantimes.com

Tamil Nadu Robotics League sees participation of over 3500 students in Trichy

Students demonstrated their expertise in robotics in the presence of Thiru. Anbil Mahesh Poyyamozhi, Minister of Education.

The second edition of the Tamil Nadu Robotics League, held at the National College in Trichy on October 14 2023, saw an impressive turnout of over 3500 students from 250 schools. The blue riband event of Propeller Technologies, which had Zoho as the main sponsor and powered by Veranda Learning Solutions, saw Thiru. Anbil Mahesh Poyyamozhi, Minister of School Education, Tamil Nadu government, as the chief guest. The event attracted robotics enthusiasts and students from across the state and provided a platform for participants to demonstrate their expertise, creativity, and problem-solving skills in robotics. Attendees were treated to an array of robotic innovations, from autonomous drones to intricate humanoid robots, showcasing the immense potential of the region's budding engineers and inventors.

Speaking at the event, Thiru. Anbil Mahesh Poyyamozhi said, "Robotics is not just a technology; it is a gateway to a future where innovation meets practical application. Events like the Tamil Nadu Robotics League play a vital role in nurturing curiosity, creativity, and problem-solving abilities among our youth. It is through such initiatives that we empower our students to become future leaders and innovators, driving progress in various sectors."

The one-day extravaganza not only emphasized technical skills but also encouraged teamwork, problem-solving, and critical thinking. The girls' team from Perunthalaivar Kamarajar Govt GHSS, Thiruvallur won the overall championship. "Winning the Tamil Nadu Robotics League, organized by Propeller Technologies, was an incredible experience for us.

"This competition, with over 3500 participants from across Tamil Nadu, was not just a contest but a platform for real-time innovation. We extend our heartfelt gratitude to Propeller Technologies for their exceptional training. Their guidance not only helped us clinch the overall championship but also transformed us into innovators for our nation. This victory speaks volumes about the profound impact of technology in empowering students like us, shaping us into future leaders in STEM education," said Ms. Vanitharani, principal of Perunthalaivar Kamarajar Govt GHSS.

Ashik Rahman, CEO of Propeller Technologies, while highlighting the importance of such platforms in shaping the future of technology, mentioned, "The Tamil Nadu Robotics League serves as a launchpad for young innovators, providing them with an opportunity to showcase their talents and learn from their peers. We, at Propeller Technologies, will remain dedicated to nurturing the spirit of innovation in the younger generation."

Source: www.indiaeducationdiary.in

Open Book Exam in Maharashtra schools: State Board likely to follow CBSE's lead

Maharashtra State Board of Secondary and Higher Secondary Education is considering to explore Open Book Exam, following CBSE's lead.

Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) is considering exploring the Open Book Exam (OBE), following CBSE's (Central Board of Secondary Education) lead, as stated by the state board chief.

Chairman of MSBSHSE, Sharad Gosavi on February 29 stated that MSBSHSE board

Maharashtra state government is considering testing the OBE pattern in state board schools.

will formulate a plan and implement the OBE pattern in certain schools.

"We will analyse the response received from the examination and assess how students perform," Mid-Day quoted Sharad Gosavi as saying.

Gosavi suggested that the state government is considering testing the OBE pattern in state board schools as well. Meanwhile, the CBSE board plans to implement a pilot run of the Open Book Exam (OBE) for select subjects in classes IX, X, XI and XII during internal examinations.

'No decision yet'

"While no decision has been made yet, there have been discussions within the state education circle regarding the potential benefits of this pattern, such as enhancing analytical skills among students and discouraging rote learning," the publication quoted a senior official from the school education department as saying.

The official further added, "However, any decision will only be made after thorough testing and evaluation to ensure it is beneficial for the students. Currently, there is no concrete decision on this matter."

The pilot run for Open Book Exam will primarily focus on subjects such as English, Mathematics, and Science for Std IX and X, along with English, Mathematics, and Biology for Std IX and XII. It will take place exclusively in selected schools during November and December this year to align with the National Curriculum Framework (NCF) 2023.

CBSE is taking assistance from Delhi University for this pilot project to attain the primary objective that is to evaluate the time students require to complete such tests and gather feedback from both teachers and students. The development and design of the pilot test are scheduled to complete by June.

Written By Fareha Naaz
Source: www.livemint.com

Gujarat Govt announces 589 vocational schools to offer 13 new skills

These new vocational schools has been sanctioned an intake of minimum 40 students in each vocational trade.

Aimed at increasing professional knowledge among students and opportunities towards vocational skills, these new 589 schools, majorly in Gujarati medium, have been approved by Government of India's Samagra Shiksha under the National Education Policy (NEP) 2020. (file)

The Gujarat education department has announced 589 new government and grant-in-aid secondary and higher secondary vocational schools that will offer 13 new vocational skills to students. These schools are expected to start admissions in September-October this year.

Aimed at increasing professional knowledge among students and opportunities towards vocational skills, these new 589 schools, majorly in Gujarati medium, have been approved by Government of India's Samagra Shiksha under the National Education Policy (NEP) 2020.

The 13 new vocational trades include agriculture, apparel, made ups and home furnishings, automotive, beauty and wellness, BFSI, electronics, food processing, IT/ITES, plumber, retail, sports, physical education, fitness and leisure, tourism and hospitality and health care, announced Education Minister Jitu Vaghani.

These new vocational schools has been sanctioned an intake of minimum 40 students in each vocational trade.

Under the new two-year pattern which has been introduced under NEP 2020 changing the existing four-year pattern (from Class 9-12), these new schools across all 33 districts and corporations have been sanctioned.

Officials revealed that following counselling of teachers at present counselling of parents and students is in progress explaining them the benefits of vocational skills. "Once counselling and training is complete, these schools will start taking admissions, likely in September," an education official said. The curriculum, textbooks and training module for these has been prepared by Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal.

Source: www.indianexpress.com

West Bengal Unveils New Education Policy: All You Need To Know

Bengal education policy: The state government had formed a panel last year. (Representative Pic)

West Bengal education policy: The three-language formula will be introduced for students of classes 5 to 8, with mother tongue as the medium of instruction for the first language.

The West Bengal Education Department has announced the adoption of the State Education Policy (SEP), maintaining the current school education format. A notification was issued on September 9, endorsing the continuation of the state's 5+4+2+2 school system.

The notification reads, "Whereas, the state government has been considering the need for revamping its existing education system, starting from pre-primary to the higher education level in the state of West Bengal, to ensure a higher standard of education for all students, with a particular focus on marginalized, disadvantaged, and under-represented groups."

"And whereas, the state government, for this purpose, constituted an expert committee comprising eminent educationists," It adds.

In April 2022, the West Bengal government formed a committee comprising noted academics, including Gayatri Chakravorty Spivak, Sugata Bose, and Suranjan Das. The committee's primary task was to provide guidance to the state on how to respond to the National Education Policy, which had been officially approved by the Union Cabinet on July 29, 2020, replacing the 34-year-old National Policy on Education. Earlier this year, the committee delivered its findings to the West Bengal Education Department.

"The said committee, after due deliberation and in consultation with stakeholders, submitted its recommendations. The state government finalized the draft State Education Policy, 2023, based on the recommendations of the expert committee. The state cabinet approved the State Education Policy, 2023, in its meeting dated August 7. Therefore, in consideration of all the above, the State Education Policy, 2023, is hereby notified, as appended with this notification with immediate effect," the notice reads.

An education department official told news agency PTI that the SEP had been notified to continue with the 5+4+2+2 pattern for school education.

"The policy specifies beginning with one year of pre-primary, four years of primary up to class 4, two years of secondary, and two years of higher secondary," he said.

"The sole change in the existing structure is the inclusion of the first two years of education at an Anganwadi centre, to be followed by one year of pre-primary. But the rest of the structure of primary, upper primary, secondary, and higher secondary would remain," he said.

In the higher education level, classes 11 and 12, semester-level exams have been specified "to ease the transition from school to university in a phased manner, having a combination of multiple-choice questions and descriptive ones" in the two semesters.

About the three-language formula, it said, "it will be introduced for students of classes 5 to 8 depending upon the availability of infrastructure." While the mother tongue as the first language will be the medium of instruction (Bengali in Bengali medium schools, Nepali in Nepali medium, Hindi in Hindi medium schools), which will also be determined by the linguistic and ethnic profile of the area, the second language will be any language other than the first language based on the preferences of the student (including English for vernacular mediums). The third language can be "any other language opted by the student, other than the first and second languages.

At the primary level, the policy suggests that Bengali as a subject may be introduced from Class 1 for students of other mediums of instruction.

The state has already mooted a 4+1 formula for higher education where UG honours courses have been structured for four years instead of three, and PG courses for one year in place of two.

Expert Committee member Aveek Majumder told PTI, "We are happy that all our recommendations have been accepted by the government. To structure the school education sector in a rationalist way and its smooth transition to higher studies level. We hope our recommendations will help our students to be on par with their counterparts nationally and globally."

He said the recommendation by the expert committee to form a panel for implementing the recommendations at the earliest will also be taken up by the government.

Source: www.ndtv.com

Ms. Shilpa Monga

Career Counsellor, iDreamCareer.com, Surat, Gujarat, talks about how important career guidance program in schools is.

We find that few of us are able to connect our workforce with what we studied. It is for this reason that we need career guidance in schools. The NEP launched recently mentions about its importance. It is saddening to see that the students are not aware this option, and they are forced to accept the decision taken by some relative based on their experience. The school leaders and principals should give a serious thought about it. AISHE 2021 reports that students enrol for higher education at the rate of 27.3% only. Many students are dropping out. Many professionals also do not know what they are working on and where they are heading to. The career of a student in India is selected on a particular subject he is good at, but as a career he may not be good in such a subject. They do not understand if they will fit a particular course or career.

It Is not just academic aptitude that should be considered before choosing a career. The skills a student has should be considered and improved. Next is aptitude. One is born with the aptitude with consistent effort and time. Next comes interest - what the student wants to do over a period of time, be it ideas or hands, or social interest. Values and motivation - motivating the student can be done by systems and flexibility. The personality of the student plays a major role in selecting the career. Somebody who is nervous may not be fit for a medical profession. An introvert may be good in coding, research work, and writing, while an extrovert may be good at teaching or marketing. The contacts and network of a student that include social media has an impact on the career choice. The child of parents in the same profession may not want to do the same career. Information the student gets is very important. We, at iDreamCareer consider these points, psychometric assessments are done to assess the aptitude of the student, his interest, personality, and come up with recommendations of career choice.

The requirements are different for different boards. CBSE and ICSE have different requirements. For ICSE, the subject selection happens in grade 8, and in CBSE, in 9thgrade we have to understand the student's personality, impact on career choices, options available to them, etc. There are different options available, science, commerce, humanities, and neural careers. The students of 9th grade can work on this. For those in 10th grade, they may be interested in choosing the subject in 11th and 12th and the subject combination. If a student opts for commerce, the subject combination and the options in colleges, and the entrance examinations. For the 12th grade students, we have to tell the about goal setting, how emotional intelligence and time management are important. They should not make mistakes in applying or courses to select. For them, one on one discussion is important. We should make the 10th grade students aware of the rationale behind choosing the subjects. CBSE allows selecting 6th subject as option and clarify of selecting the subjects is needed. The preparation for college admission and entrance examinations should start from grade 11. Students should also have an alternate plans if they do not get enough marks in NEET. There are many options available for the students now. The students should shortlist the colleges and courses well in advance so that they can apply to them and prepare for the entrance examinations. A strong backup is needed. Managing different timelines for each college should be known. We have helped many students to find colleges and to get scholarships and in getting admission in foreign universities. So our programs are customised to cater to the needs of all types of students. We try to understand their requirement, and we conduct workshops, psychometric tests, customise for the students and deliver. We should see that the future generation has the kind of clarity required to better align themselves for future career.

What are the key goals and objectives of successful career guidance programs for students? Can you share the best practices or successful examples of career guidance programs in schools? How can educators and counsellors collaborate to support students in decision making?

Goals and objectives may vary depending on the grade the students are in and the problem statements they bring to the table which varies with each student. The problems could be filling in the application, selecting the college and course, and what to do with a subject he is good at. They should get the answers for all their queries and should get into the subjects, courses, and colleges that are the right fit for them. We have many school partners and been successful for many years in career guidance programs the intervention for a CBSE class starts in grade 8 when we provide the platform for the students to explore the career options. In grade 10, we take psychometric assessment to make them know their strength and weakness. In grade 11 and 12, we work with them to shortlist the courses and colleges and help in getting financial aid and letters of recommendation in case of a foreign university. We used to like a subject because the teacher was good. So students should talk to their teachers which gives them confidence. When discussing with counsellors, they should understand what can be done with a particular subject and combination of subjects also and how it will be relevant in future.

What strategies can be used to ensure that career guidance programs are inclusive and accessible to all students with diverse background

and ability? How can they approach you? Will you have a free session for them? Are there any specific tools and resources that are effective in helping the students identify their strength and weaknesses?

We are working with students of varied backgrounds targeting foreign universities, Indian colleges, and vocational courses, and the requirements are different. No session is tailor made for the students. We keep into consideration the different requirements. We should find if they have any specific queries and address them in the session itself. We bring the corporate HRs also when they want to sponsor the programs and let them talk to students. NGOs can approach us like any schools. Apart from psychometric test, we collect information by making them fill in the form, and we can ask them to get help from their friends, families, and teachers. They can access our platform for information. One on one sessions and discussions help them know their strength and weakness.

In an ever changing job market, how can the guidance program adopt to ensure students are prepared for the careers of the future? How can schools measure the success of this program?

Students have to understand the concept of future of work and be prepared for the job that may not exist in future. Each has a different learning pattern. They have to work on the soft skills which is very much needed for the future. Making use of the next generation technologies is important. We should be prepared to address the questions and ensure that the information we collect that is in line with the current trend. It has to be updated in real times. Our platform has plenty of career options, blogs, and videos. The students can read about the future prospects of the career. Our research team collects information and updates the platform. We should compare the data of students who have got admission in different colleges in different years. Students should give the feedback, and we find that they come to know about various courses which they were never aware of before.

What role do parents and guardians play in students' career development? What advice would you give students to make the career guidance opportunity available in their school?

Parents should be present during the intervention and making them aware of options available is important. The queries of the parents should be addressed immediately. Supporting and handholding the child is important. They should be made aware of the finances of the parents, based on which they can select the course and geographical location and have a strong backup plan. It is important to make an informed choice. All the options should be discussed with the career counsellor. It is essential that the students and parents know both the positive and negative side of any career. The financial aspect should be clear to the parents, and the challenges the student would face when entering the workforce should be clear to them. Preparation from 9th or 10th grade should start early. The skills should be upgraded continuously which can be done online to have good chances of success and satisfaction in their career.

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Ms. Ritu Gulati Saggar

ISAC Cyber Psychologist ICCP & CCIO, ISAC, New Delhi, discusses the causes and effect of current cyber problems.

Psychology is the science of mind and behaviour. Cyber world is the space of internet. When we talk about both cyber and psychology, we should know how the people behave in the cyber space. About 20 years back, when compared to today, the relationships in terms of family, friends, school, and career were comparatively simpler with physical proximity. We used to have long chats with each other and discuss things. Now everyone has his or her own gadgets and are busy looking at the mobiles. They do prefer media face to face interactions. Moreover, lots of school work is also posted online. There are both positive and negative sides to the cyber space. We have started using online for even sharing the emotions and have gradually begun to neglect personal interactions with others. We used to have printed books to go through, but now digital reading has taken over the physical books resulting in skimming and hopping the contents, look at the headlines for brownie points and move on. Reading has become more of "Power Browsing" Earlier, we used to attend rituals and ceremonies, involved in mixing up during social gatherings, but now we make use of video chats to communicate or even during such gatherings sit together but still converse through gadgets or play games with each other through them. On the positive note, learning has become more comfortable these days for the students and especially online courses allow us the flexibility of learning without commuting farther distances on

regular basis. It is also convenient to purchase things through apps like Myntra or BigBasket and many more and even book tickets online. These surely are boon to us. Now when we look at the causes of cyber problems, due to unlimited data flowing, many cyber issues are coming up and fraudulent are finding every now and then new ways to fleece people. According to Paolo Passeri's statistics there are many such issues existing like cyber bullying, online frauds, stalking, espionage, and even pornography are circulating online. Cyber bullying is a big issue as people think it is just a small prank played upon, is done for fun and its ok to do so. But children in schools are not prepared for it and become victims. There are many online frauds, resulting in hacking the financial accounts and swindling money. Social media seems more to be a legally permitted stalking site. Espionage and pornography are other issues that we are facing in the cyber space. The cyber issues have a devastating impact on finances. Cyber frauds due to which we lose our finances suddenly are happening all around the world by hacking and phishing. The cost of data breach now is 12% since the last 5 years, and it is not slowing down.

Finances of the organisation or an individual can be affected when a compensation is offered due to some unwanted incident to cover legal fee or penalty. In such a case, the liability of the company and individual are of deep concern. Their reputation is at stake due to the data breach and can be a big set back to the valuation of the company or an individual. When the reputation of an individual/company is at stake, it disturbs the mind. When there is a loss financially, it will affect them both mentally and emotionally. The reputation with others will be lost for which we all always work hard to gain. A negative reputation and distrust shown by customers/social circle can be detrimental to business or relationships affecting them tremendously. Such data breach at work place can impact getting new customers, future investments, and it will be a humongous task for the organisation to get back the trust and loyalty back from its clients. In case of an individual, it can impact the family ties, relationships and can have a long-term effect on physical, emotional, and mental well-being. When somebody is emotionally, mentally, and physically affected, it is bound to affect the work flow. Data breach can poorly affect the business operations and work flow. Thorough investigation to know the source is time consuming, and getting compensation will take a long time and will come with cuts. This will put a stint on other departments and projects also when we try to find the source of such a breach. It has a domino effect where fall of one, leads to the cascading fall of others. Individuals will be affected if some wrong news or picture is put up on the internet or financial harassment is there. Shutting down the operations can be a solution, but it will take a long time to fade from the memories. Individuals will start getting phobia, and it takes a long time to get out of it.

When a data breach happens, it becomes incumbent on the organisation to show that they are taking all necessary steps and efforts to trace the person/s who has/ve misused the profile to save the reputation and to protect all the data and seek compensation. Data loss can immensely impact mental, emotional, and physical health of a person as it leads to security breach. Often the data is not retrievable. One can feel secured, depending on how he or the organisation has backed up the data in a separate drive and at proper intervals. When an individual is caught in a cyber problem, the loss of trust in the governing system is high but he becomes suspicious of all around him, even if they are trustworthy and loyal. The impact on physical and mental health of a person affected by the issues is phenomenal. It affects the relationships with all, and the person keeps wondering how to prove the innocence. He starts developing minor to major health issues like eating disorders leading to anorexia or obesity, headaches, etc.

Can you explain the concept of online disinhibition and relevance in understanding online behaviour? In your opinion, how has the rapid growth of technology and social media platforms influenced our psychological wellbeing?

In virtual reality, people feel that nobody will know their identity and are anonymous. So, all the inhibition goes away. Fear of others judging the personality is not there in online platforms due to anonymity. One can take different avatars, do anything which makes him feel that he can do anything, capable of it, and others will not know. Social media seems to be a legally permitted platform easily available for stalking especially when it has allowed public view. One start feeling happy that he is able to follow many friends on social media, see their lives, and is positive. But life is not always ecstatic for humans. The moment they start comparing their life with others, they feel low, and that affects their mental and emotional state and depression too. Often children fall victims to such comparisons when they see their friends getting good marks and many other things as their minds are still not so mature to understand intricacies or complexities of life and people around them. Everyone should understand that he has his own personality to face challenges, drawbacks and limitations.

Can you tell us the impact of cyber bullying on individuals and the strategies to come out of it effectively? How do online community and virtual relationships differ from their offline counterpart in terms of psychological dynamics?

Phobia is the main impact and therapies, counselling can help effectively. Sadly, parents of the perpetrator often think that when other children are subjected to cyber bullying, it is just a prank their child has played and try to support the one who has bullied. They least realize that it has a deep impact on the victim's psychology, and if the person is sensitive, it might even force him to commit suicide. The impact depends on how mature the people are, and if they are vulnerable, it may affect drastically. Anonymity is a big thing. When we are in real world, we are forced to face society and follow the norms. But in online world, anonymity is comfortable, and we need not show our real personalities. Such incidences are seen largely these days.

What are the common signs of internet addiction and psychological factors contributing to the development? Name some psychological principles individuals should keep in mind to maintain their mental wellbeing?

When a person is not taking care of himself in personal grooming, shows irritability and throws tantrums even when just asked to step out of the gadget for a little while, losing interest in activities offline, sees cyberspace as an escape route to all the real-life problems, these all sure shot signs of being addicted. Also, when he sees

himself wanting to respond to messages immediately even when in other works, easily getting distracted with simple notifications, can be called addicted. You can try an experiment by playing a game for 2 to 3 hours for consecutive 3-4 days, you will observe yourself even when in sleep, the subconscious mind will be playing it and will be anxious to win. So, we should stop such addiction. We have to be mindful, relax in small and frequent intervals, and make use only of the positive aspects of cyber space and use it judiciously.

Any recent findings in cyber psychology that has intrigued or surprised you? Are there any ethical considerations that researchers in cyber space should attend do in their work? What do you foresee as future directions and emerging areas in studies of cyber psychology?

A recent study shows that people have started growing impatient even for a few seconds before a video loads. This affects our personality, and we become impulsive. Everyone should be careful about it. Being ethical is important when dealing with cyber space. There are many courses on how one should conduct in cyber space like the one I take with ISAC in collaboration with NSD (National Security Database). Not following ethics might lead to serious repercussions. Based on the impact the cyber world has on people, social psychologists, counsellors can be involved. They can study how a person's behaviour is affected. Counselling can be done for victims with mental stress or addiction. Many kids, adolescents, and young adults are affected by the cyber addiction. Virtual reality in therapies can help handle phobias in people's minds.

Mr. Jose Chacko

Economics Faculty, V. Keyodhoo School, Ministry of Education, Maldives, talks about how we can make teaching and learning Economics more interesting and effective.

I have learned from my experience that there are many methods that we can use to make teaching and learning Economics interesting and effective. One such method is to start a bridge course for the students, preparing them for the actual classroom. During this period, we can teach students some basic concepts that will provide a strong foundation to understand complex economic theories. In some schools, they use some books which are very interesting and useful. Two such books are The Cartoon Introduction to Economics Volume 1 where students are taught microeconomics, and the next one is The Cartoon Introduction to Economics Volume 2 where the students learn about macroeconomics. As students love reading stories and cartoons, they will enjoy reading and learning these books.

We are teaching students who are 21st-century learners who love watching animations. The One Minute Economics is a famous YouTube channel that I found very interesting, and many of my students are making use of this. They just need to spend one minute by only watching these animations and will learn the basic economics concepts. Another method that we often use in classrooms is the role play. Before we start teaching the concepts, it is better we enact some role plays. Subsidy for example is a concept we teach in economics. Before defining the term 'subsidy', the teacher can call out the names of students and should ask them to come to the front of the class. The teacher can enact the role of the government. The student will act as the producer, and the teacher can transfer some amount of money from his pocket to the student's wallet so that spectators (students) will understand and get the idea that subsidy is a financial help given by the government to the producer to boost production. Here without defining the concept, we have taught the student the basic concept. This is one of the methods we can use to make economics learning and teaching interesting and engaging.

Another method that we often use is board games. There are many such games which are available in the market. We are teaching new generation kids, and they may not like board games as they are in the virtual world. But, still, in my schools, we encourage students to play board games. Monopoly is one such game which is available in India. Students play the roles of consumers and sellers (demand and supply) and learn the concepts. Even though we know that the present day students mainly like to play online games we can encourage them to play these games. Even some virtual simulations are available, but I do not suggest them as it depends on the school, culture, and so on.

We can teach them the concepts in detail using real-life examples. By this, students will have a feeling that this is something close to them, and they will have a clear understanding of the concepts and topics. When we teach the concept of opportunity cost, we can show them a picture to make them understand that if they do not study, they get free time which is equal to Failure. So they can be taught the basic concepts in this manner in the classrooms. It is better to bring some humor into the classroom.

Otherwise, it will be a very boring session for the students. By bringing humor into the lecture, the students will be engaged in the lessons. I tell my students in my classroom that the opportunity cost of our education is the profit their parents could have gotten if they had invested their money in some business. The students will have a clear-cut idea of what the concept is which can be changed according to the culture, classroom situation, etc. So whenever we integrate humor into teaching, students will find the teaching and the subject interesting.

We know diagrams are very important in a subject like Economics like any other subject. Diagrams help the students to understand the concepts in detail. We can make them understand the concepts of demand and supply from a diagram. They will know when the price increases demand decreases and vice versa. They will understand the relationship between price and quantity demanded without further explanation.

Teaching concepts using formulae is another method. Students have to learn so many formulae. They will have a better idea that saving is what is left after using disposable income for consumption.

In the 21st century, we have to integrate technology into our classrooms which is another means of making them understand economics. We can use slides, and in online classrooms, we can use Jamboards which they will find more engaging when a concept is explained. When we use jam boards we can also check whether the students have understood the concept.

We can also use ETablet and EPen to teach diagrams. Field trips such as visits to commercial banks can help them learn the various functions of a bank.

Mindmaps or flow charts can be also helpful for students. We can also prepare posters. Websites like Tutor2U will help them to download posters and case studies. Group discussions among students will help them to learn to accept opponents' viewpoints and develop their critical thinking. We should follow different methods that cater to a variety of learners like visual learners, oratory, kinaesthetic, writing, and reading learners.

What inspired you to focus on making economics education more interesting and effective? In your opinion, what are the key challenges in teaching and learning economics today? Can you throw more light on what strategies or teaching methods you found to be more effective in engaging students when teaching economics?

I have worked in many states and countries and found that students found economics very difficult. Many teachers also do not have a clear understanding of how to make teaching more effective. Many schools force business studies and other commerce subject teachers to teach economics as they do not have specialists to teach the subject. The major challenge in teaching this subject is that this subject will undergo some changes every year. The figures and data are subject to change. In India, we have to learn the various indicators, of inflation, unemployment, poverty, etc which is the case even in an international setting. This is a subject that we cannot learn by heart and write. We should have a clear understanding of what is happening around the world which is found to be more challenging. Role play and group discussions can be used in our classrooms. Role play is used in Grades 9 and 10 as I also handle the IGCSE O-level syllabus. In lower classes also we use this, and at higher levels, we use group discussion to develop critical thinking abilities among children.

Can you give an example of real-world applications of economic concepts to make the subject more relevant to students? How can technology and digital resources enhance the teaching and learning of economics?

When we teach them about economic activities, we should make them understand that it includes production, consumption, and exchange. we can use a role play to teach these. For instance, I may act as a producer and students will act as consumers and we will show the audience how we engage in consumption production and exchange (economic activities). Thus they may learn who is a producer and who is a consumer. I found that, in Maldives, pupils do not like using boards and they prefer online tools which are simple to use. Some schools use virtual simulations to learn economic concepts. I prefer using Jamboard and diagrams. We can use electronic tabs and electronic pens for learning diagrams which the students may find interesting. We can upload the homework in Jamboard, and the students can engage in this activity from their home space to learn the concepts.

What roles do games play in making economics learning more engaging? How can teachers adapt their tea ching style to teach economics in the classroom? What tips do you have for educators of other subjects also? What was your experience in different places?

Students play a role when they play the game and get a real-life experience from it. We encourage students to play games like Monopoly to learn about demand, supply, and bargaining. For visual learners, we can use posters. We can explain opportunity cost through this. For kinaesthetic learners, we can use role-play or board games. For writing and learning students, we can give them activities like writing a story on a concept. We need to practice, and even if we fail, we should not worry. We have to learn from our mistakes, and within a short period, we can become effective educators. I have worked in many places and countries, and It took a long time for me to understand the art of delivering the subject effectively.

Ms. Bhanupriya Malhan

Vice Principal, SVS International School, Meerut, Uttar Pradesh, explains understanding of child psychology.

Understanding a child's psychology is a crucial tool for teachers and parents, it's important to understand the needs and behaviour so that we can help them with strategies to promote in their lives. By recognising and addressing the individual needs and differences, the teachers can tailor the lessons and help them develop interest in learning. When parents understand the psychology of the child, they can provide support and guidance to help them achieve academically and personally. This will help the child to get self-confidence to achieve in full potential in school and life. There are different stages of development that starts from birth till the child becomes an adult. By understanding the various ways the child grows, we can create safe, nurturing, and supportive environment to foster healthy development. The children should have a happy life to be adjusting adults. The study of child psychology involves various stages such as cognitive development, social development, and emotional development which affect the development of the child to become responsible and worthy citizens.

Cognitive development is the mental development of the child. It includes skills such as problem solving, memory, early experiences, and interactions with people around them which influence the cognitive development. As they grow, their thinking skills become more advanced and related to experiences, it involves analysing and observing the child's interactions with surroundings. Perceptions, memory, attention, and language are the crucial components of the cognitive development. Emotional development in a child is an intricate tapestry of emotional wellbeing which comes from the surrounding, communication with people around them, and it starts from the moment the child is born. It involves various factors such as genetics, environment, and social interaction. When the child is cherished with love, care, and attention from all around, they get all the skills to nurture their emotional wellbeing. This guides them in identifying and expressing the emotions in a healthier and safer way. For a child that does not have such conducive atmosphere, the emotional development will be different in him.

Socialisation is when the child starts interacting from the early years, learning the basic communication skills and social behaviour. As they grow older, they interact more with peers on how to navigate complex dynamics of the world around them. They start vocalising, learn the skills, values, and the analysis the child has during the socialising process has a long-lasting impact on their attitude and behaviour when they grow into adults. So we have to create a supportive and inclusive environment for the child to learn and grow through education, resources, encouraging open communication, and accepting diversity in each child. Learning, creativity, and exploration come into the child's life as he is naturally curious, creative, and explorative to develop and grow. Teachers, parents, and caregivers should give them the safe and stimulating environment to support their learning. We can make the classroom more playful, interactive, and make them explore through experiments, and develop problem solving skills. It will stimulate their imagination. Reading to a child from a young age makes them develop a love for books and get exposed to variety of experiences and activities to improve their learning, creativity, and exploration.

The various ways we can make children learn the best include encouraging the curiosity in them to learn, encourage them to ask questions, and explore the world around them. Making learning enjoyable by making it as funny as possible by using games, stories and other creative methods is a good way. So we have to be patient and encouraging in our approach to the children as learning takes time and can make children frustrated too. Children learn best when they have positive learning environment to explore. This leaves an impact in them all through their lives. We need to introduce different types of teaching such as experiential learning, hands-on learning and so on than sticking on to one particular type of teaching. Also appreciating the achievements of the children often makes them motivated and have a positive reinforcement to develop a love for lear ning. The child's psychology is a complex dynamic system that is constantly developing and learning from the birth. It is shaped by factors such as genetics, environment, experience, and cultural background. With advances in neurosciences and education, we can unlock new levels of understanding and potential in their development.

What are the key developmental stages in a child's psychological growth? Are there any common behavioural or emotional challenges that children often feel, and how can they be addressed?

Once the child is born, he starts the different developmental stages. He starts grabbing things from peers, environment, parents, and people interacting with them. He starts understanding the various stages of life, develops emotionally, develops cognitive skills and problem solving skills. The knowledge and learning keep growing with the child till he attains adulthood. What the children face at times may leave an emotional impact on them. This can be cured by creating good interactions, positive environment, and supporting them in their emotional wellbeing. Understanding their point of view is the key. Without being judgmental, the child should be encouraged to speak out what he feels or things going on in his mind.

Children are curious about things around them, and their questions should be answered. By doing so, the children develop

the confidence in the parents or teachers around them.

What are the main theories or approaches to study child psychology, and how do they differ? How does social interaction and peer relationships impact a child's psychological development?

The basic thing is what we observe about the child. Each child has different atmosphere at home. So studying them closely is an important aspect of the child's psychology. When a child is very shy, we should know they have different backgrounds than a child who has a positive atmosphere around. What they learn at the back from parents, or social interaction they have should be observed closely. Children tend to have closer interaction with peers, and this will have a very effective impact on their mind.

They are not aware of good or bad, so the peers have more effect on them, and the children learn from seeing and watching people around them, how they behave, and are exposed to many things. So we should be careful about what the child learns from people around them. If they can provide good and right information, it will be for the betterment of the child.

What is the role of genetics or environment in the development of a child's psychology? How can parents and educators support a healthy psychological development in a child?

Genetics is something that a child acquires from the parents. If a child is very outspoken, it comes from its parents and is carried throughout his life. Genetics also has an impact on the cognitive and emotional development of a child. This can determine their nature, either to be strong or weak. Parents talking to the children has an important role in the psychological development of the children. They need to be very open to them. The teachers influence the children in the school. Both parents and teachers should be open to talks and understanding, be patient to hear what the child has to say and never be judgmental. They should help the children to come over the emotional trauma.

What are the potential long term effects of traumatic experiences on a child's psychology? Any practical steps to communicate and understand the child's needs and emotions?

When a child goes through some trauma such as comparison with peers, it leaves a deep scar in the mind. So the teachers and parents should encourage the child to do better and bring out the hidden talents in the child. The conversation with children is important. We should be aware of them and observe them closely. By taking the child into confidence, their mistakes can be pointed out and corrected. The child should feel that the parents and teachers are friends and talk about emotional impact in their minds. He will come up with doubts and questions about different things if he can get friendly responses than strict actions.

Editor's Note

We apologize for the mistake in the previous version of the magazine. The interview was published incorrectly, with a mismatch between the topic and the article. This could have resulted in wrong and misleading information being conveyed to the readers. We have now republished the interview with the correct information in this current version.

Ms. Almas Khot

IBDP/IGCSE English Secondary School Educator, Mumbai, elaborates on differentiation as a pedagogy.

When I returned to India, I found that the classroom strength was more than 30 students, and something was needed to cater to different types of students. I realised it was a big challenge as few people have heard about differentiation which I felt should have been a part of our teaching methodology. Differentiation is a teaching strategy aiming to address diverse natured students in a single classroom. It is not fair to go into the classroom with one set of instructions and expect all the students to follow that. There will be students who do not follow the regular method of listening to the teacher. Differentiation allows such students to learn their own way.

India has lot of challenges in terms of operation resources which include dealing with the young adults and children who are volatile and require our attention. Children who are social in nature, good in interpersonal communication, children who are solitary learners, and some children who do not like to do activities apart from visuals, auditory learners, and kinaesthetic learners. When we show things to explain the concept, they understand better. In a science class, when we show the plant for them to touch, feel, and learn the parts of the body it is good for kinaesthetic students. Some students also work with audio instructions, music, and auditory files. All these are new methods in teaching.

We have to understand the learners' profile which will not take time. I ensure to know what my students are and what they like to do, then it becomes easy to notice their

attributes. I plan my lessons accordingly. I have different learning pedagogy. I do not want the students to function in a robotic manner. It becomes easy for me to plan my lessons which is challenging at first, but I can implement differentiation. There are a few key principles of differentiation. Flexibility in content, process, and product. When I want to teach article writing in the English class, I should know that there are children of varied abilities. Some may not be able to write a full blown article, so I alter the content for them. Some children cannot write paragraphs, and I tell them to use bullet points. They will understand what is article writing. I tell some students I do not make a mind map. So I have the process, mind map that they can mention in the article. Thus I have differentiated the process for them. So the topic for everybody is one, but the content is different by using differentiating process of how the child learns. I understand about learners who can do the articles and some who do not know to write paragraphs. They can give the teacher pointers to understand there are paragraphs. I tell the students to give bullet points and a few sentences and to see how it works. This instils confidence, makes them feel the teacher is not asking them to write something or do something that they cannot do and makes them feel valued.

In a class, there will be mixed categories of students. When I go into my class, I know there are high performing ones and slow learners. But I have to make the slow performers feel that they are valued and get personalised approach. It is difficult, but it will make us feel empowered as an educator. When I am flexible in my content, process and product, when I tailor instructions to cater to my students' needs and when I am adapting based on their interests and learning profiles, I am differentiating and I am not following old method of teaching. Differentiation is a pedagogy that is impactful, it improves student engagement to make them feel part of it and feel the teacher is catering to everyone of them. As I give them freedom, there is enhanced learning outcome, I give them flexibility with the final product. When I ask them to write an article, there are some who do not want to write, some who do not know to write, but if I give them the flexibility of using bullet points, mind maps, the outcome improves and makes them feel empowered and valued.

Differentiation is a high impact teaching strategy. We can give tiered assignments, flexible grouping, varied resources, adjusted pacing, and scaffolding and many more. Flexible groupings with high performers, middle performers, and low performers in each group to connect and help the low performers can be made. They will learn from each other. Ultimately the learning outcome is the goal. We can start small and go on gradually with one aspect or one lesson, collaborate with colleagues, and help each other to gain momentum.

What strategies can educators employ to implement differentiation effectively in classrooms? In what way can technology be used to support differentiation in teaching?

We have to take it step by step and not go with lateral instructions. We make the lessons in such a way to cater from easiest to most difficult questions. We can assign tasks accordingly. So everyone learns the lesson without any pressure on the slower learners. They are given activities based on their ability. ChatGPT and AI are tools the teachers should embrace to think of gaming platforms like Padlet to help students post responses. We have so many online platforms that help in differential learning. Bamboozle has so many games on so many levels to excite the learners. They see something different happening in class. Grouping games and dice method where we have tiering instructions according to difficulty levels can help in differentiation and also in using technology in conducive way. Post pandemic we know what we can do as collaborative technology as teaching methodology with platforms and games. They can cater to differentiation and integrate technology in class.

How do you tailor instructions to meet individual needs of students to maintain cohesive classroom environment? What are the challenges teachers face in their objectives?

Understanding the learner profile is important to fulfil my classroom objective. I have to tier the concept and cater to the students based on their learning ability. It will involve lot of planning and work, but the outcome is worth. The content should be uniform to make them understand the concept. Time management and planning are important. In the beginning of the year, we have to understand the students profile which makes collaborating and conducive environment possible. The lessons can be planned by collaborating with departments which will reduce work load. Starting small till it becomes methodology is the trick.

Can you share examples of successful differentiation practices that have impacted students learning outcome positively?

When I started working with middle school, I had to teach on magazine article writing. I suggested we create our class magazine, and everyone was excited. They were divided into groups, and each one group took up responsibility such as creating articles, proof reading, fetching pictures etc. It took 2 months for me to make them complete the project. It was phenomenal, and using the approach, I got learners profile and made it differentiated for them by assigning responsibilities according to their abilities.

How does differentiation promote inclusive students and support students with disability?

I make use of the four points of differentiation to make sure no learner is left behind. We have students with learning disability in normal class and make them feel valued that the teacher is caring about them by giving tasks that fulfil their needs. It is a pedagogy to start with accessibility.

What professional development opportunities are available for teachers to enhance their skills in differentiation? How can school leaders support the teachers in implementing the same as pedagogical approach?

The professional development empowers me as a teacher, and when I have included differentiation as pedagogy, I find lot of opportunities to move forward. We have to evolve and grow since following old methods will not help. Differentiation is the hit strategy. School leaders can support by allowing flexibility. This will help in confidence improving and learning outcome becoming better. Schools should trust the teachers and understand that the outcome of the learning in students is important.

An introduction to the British education system

The education system in the UK is divided into four main parts, primary education, secondary education, further education and higher education. The education system in the UK is also split into "key stages" which breaks down as follows:

Primary school education begins in the UK at age 5 and continues until age 11, comprising key stages one and two under the UK educational system.

Some primary schools are split up into Infant and Junior levels. These are usually separate schools on the same site. The infant age range (Key Stage 1) is from age 5 to 7. The Junior age range (Key Stage 2) is from age 7 to 11.

The year groups at primary School level are:

Year R (Reception) (age 4 – 5)
Year 1 (age 5 - 6)
Year 2 (age 6 - 7) The year when SATs testing takes place for Key Stage 1
Year 3 (age 7 - 8)
Year 4 (age 8 - 9)
Year 5 (age 9 - 10)
Year 6 (age 10 - 11) The year when SATs testing takes place for Key Stage 2

secondary school - years 7 and 8

Years 7 and 8 are the first two years of secondary school education in the UK. In some independent schools they are included in the Junior School, in others, they are part of the Senior School.

Under the UK school system, all students study English, Maths, Sciences, a Humanity and a Modern Language. Besides these

subjects, each school has a list with optional subjects (Art, Music, Drama, Latin, Sport Science, Design Technology, Computer Science), and students may choose a few subjects that interest them.

In some schools, students sit the Common Entrance Exam in year 7. There are 3 examination sessions, in November, January and May/June. The transition from Junior to Senior School (from year 8 to year 9) may be conditioned upon the Common Entrance Exam results in those schools.

secondary school - year 9

Year 9 is a very important year in the British school system, as most of the students make the transition from Junior School to Senior School. It is also a very good foundation for the GCSE programme and it is an entry point to all schools.

Students study English, Maths, Sciences, Humanity and Languages. In addition, students choose a few subjects from the optional subject list offered by each school.

secondary education - years 10 and 11 GCSE programme

In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for GCSE exams that are taken after two years (General Certificate of Secondary Education).

In the UK school system, during the GCSE programme, students study between 9 and 12 subjects. Some of them are compulsory (English, Math, 2/3 Sciences, History/Geography, a Modern Language etc.), some are chosen by each student according to their abilities and preferences. At the end of the 2 year GCSE programme, following the examinations on each studied subject,

students receive their GCSE Certificates.
The chosen subjects and the GCSE results are very important for their Further Studies (A-Level or IB) and for their University admission.

Intensive 1 year GCSE

Some schools offer a 1 Year GCSE programme in Year 11 for international students seeking a school education in the UK. These intensive, one year courses, are available for students aged 15 plus, with

the appropriate academic level from their own country. Fewer subjects are studied (maximum 6).

IGCSE

The IGCSE programme (International General Certificate of Secondary Education) prepare international students for A-Level and/or IB.
Students study between 5 and 7 subjects, English, Maths and Science being included. Each school has a list of available subjects for IGCSE students. At the end of Year 11, students take exams in each studied subject and receive IGCSE Certificates.

university preparation - years 12 and 13

A level study

In the UK school system, once a student reaches the age of 16, they can start a 2 year programme which leads to A (Advanced) level examinations. Students specialise in 3 or 4 subjects, that are usually relevant to the degree subject they wish to follow at university. A levels are state examinations and are recognised by all UK universities and by institutions worldwide. At the end of Year 13, following the examinations in each subject, the students receive A level Certificates.

International Baccalaureate (IB)

Those who would like to study more than 3-4 subjects, may continue their studies in a broader number of subjects with the International Baccaularete Diploma Programme, offered by some independent schools.
During the IB, students study 6 subjects, 3 at higher level (HL) and 3 at standard level (SL). Each school offers different subjects at different study levels (HL/SL). The IB programme also includes a compulsory Core programme consisting of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).
Students take written examinations on each subject at the end of their courses.

further education - vocational courses

International students can either choose a state sixth form college or a college of further education as an alternative to private education. Both offer GCSE and A level courses for students from the age of 16. Colleges of further education also offer foundation and diploma courses. All colleges can prepare students for entry to a UK university or any university in the world. Bright World works with a number of state colleges in the UK which provide a multitude of vocational and academic courses. These courses can enable students to pursue their chosen career or to gain a place at a university of

their choice.
The British school system also extends to BTEC courses which are designed for students who would like to develop practical knowledge and skills in a specific subject (Business, Psychology, Engineering, Sport, Art & Design) and find traditional exams challenging. Focussing on practical, skills-based learning, the BTEC students are assessed during the course. After each unit students are assessed through assignments, tasks or tests, and not at the end of the programme as it happens with GCSE or A-Level students.

university - foundation courses

From age 17, international students can opt to study one year foundation programmes, instead of A levels or IB. These courses lead to private examinations that are an alternative to A levels. Foundation courses at colleges are recognised by universities with whom they have partnerships.
Some universities also offer foundation

courses that lead onto their own degree programmes.
Bright World has partnerships with a number of colleges and Pathway providers and can help place students into Foundation and Diploma courses in London and across the UK.

university - undergraduate study

In the UK, a British bachelors degree normally takes three years to complete and most are awarded at honours level. Examples of first degrees are: BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).
State colleges offer some 2 year vocational diplomas that grant exemption from the first and sometimes second year of a degree programme. Some private tutorial colleges offer a one year diploma programme which is equivalent to year 1 of university. Students taking 1 year diplomas are awarded second year entry at some universities.

university - postgraduate study

Postgraduate courses in the UK education system are very intensive. This means that the courses are usually much shorter than in other countries. A master's degree

typically takes 12 months to complete, for example an MA - Master of Arts and an MEng Master of Engineering. An MBA (Master of Business Administration) is a high profile Masters course which can take 2 years. Applicants will usually be high achieving with at least 2 years managerial experience. A PhD research degree in the UK can take between 2 and 7 years.

boarding schools

Bright World works almost exclusively with privately funded schools and colleges. A boarding school is a residential school where pupils live and study during the school year. There are approximately 500 boarding schools across England, Wales, Scotland and Northern Ireland.

UK boarding schools offer pupils an outstanding education, helping them to develop their skills and progress to university. All UK boarding schools have to meet strict government standards on the quality of their teaching, facilities and student care.

Many UK boarding schools combine beautiful, centuries-old buildings with a mix of modern classrooms and traditional architecture. The excellent facilities help make living and learning a great experience and pupils will will improve their English skills while they study.

tutorial colleges

Tutorial Colleges start at age 15 and have a more flexible programme range, focussing on fast access to UK university.

Many of the independent private sixth

form colleges in Oxford, Cambridge and London work on a 'tutorial system' and are often referred to as 'tutorial colleges'. The tutorial system originates from Oxford

and Cambridge Universities and is a very highly regarded and much tested system. It it is still used today and is the cornerstone of an 'Oxbridge' education. A tutorial is a small class of only a few students, in which the tutor (a lecturer or other academic faculty member) gives individual attention to the students.

Read More: https://rb.gy/og59b1

Source: www.brightworldguardianships.com

Education System in the USA 2024: Top Universities & Grading Scale

The United States of America is the land of opportunity. It is known for its diverse, beautiful panoramic views, variegated culture, and dynamic, vast, and robust education system. Well–known around the globe for its academic excellence and innovative approach, the educational system of the USA stands as a hope for several scholars and visionaries.

USA offers various pathways to learning through its community and IVY league colleges. But the educational journey doesn't end at graduation; it extends through one's life, developing a lifelong learning culture. In this blog, we will explore the US education system and its strengths, challenges and the dynamic forces shaping the future of learning in this land of dreams.

How does the education system in the USA work?

1. Kindergarten

The kindergarten schooling system in the USA is the first year of formal education and bridges preschool and elementary education. The course is specifically designed for children aged between 5 and 6.

These classrooms are typically less formal than higher education and include play areas and creative activities. Kindergarten organs vary from full day to half day depending on the schools and focus on developing early learning standards like foundational skills in literacy, numeracy, science, and social studies. The teachers are trained to create nurturing and inclusive environments to.

2. Primary Education

Elementary School: The elementary school system encompasses a fundamental part of the K-12 educational system, covering K-5 or kindergarten through 5th grade. This schooling system introduces students to a structured learning environment with teachers mentoring them through the various subjects.

The school curriculum focuses on developing fundamental skills in subjects like English Language Arts (ELA), maths, science, and physical education. Along with academics, elementary schools focus on social and emotional development, helping students build life skills such as teamwork, communication, etc.

Middle School or Junior School: The USA's Middle or junior school system is

a crucial transitional stage in students' educational journey and typically covers grades 6-8.

The curriculum becomes more memorable and specialised, focusing on core subjects like English, maths, social studies, and science, but these subjects become more advanced and detailed. Middle schools often introduce students to specific topics to understand their areas of personal interest. Besides these, students are exposed to several extracurricular activities, sports, and clubs to foster overall growth and expand the reach of career opportunities.

3. Secondary Education

High School: High school education in the USA forms. A critical and formative of a student's educational journey. It covers grades 9 to 12 and the final stage of the K-12 education system before the advent of college courses.

The high school curriculum is designed to serve a well-rounded education on core subjects like English, science, and social studies. It even allows students to choose from several elective courses, allowing them to explore their interests and career goals. It even offers a range of extracurricular activities, including sports, music, drama, and community service opportunities, which promote personal development.

4. Post-Secondary Education

College or University: The post-secondary education system comprises many educational opportunities beyond high school and includes various paths like colleges, community colleges, vocational and technical schools, and online institutions.

It typically consists of a four-year bachelor's degree program and master's and doctoral degrees after completing graduate courses. Each of these courses allows students to choose from various majors.

Post-secondary education is not just limited to recent high school graduates; even adults who wish to continue their education and earn a professional degree can restart their careers.

Types of Higher Education Institutions in the USA

The US education system offers a wide range of options in higher education, catering for the interests and career goals of everyone. Here is a list of the different higher education programs available in the USA.

State colleges

State colleges or universities are public institutions that provide various undergraduate and graduate degree courses. They mainly focus on providing undergraduate education and have limited intakes. These colleges cater to a specific region or community's educational and workforce needs. These universities often have a student body, including regional institutions and more prominent universities with broader reach.

Some prominent private institutions in the USA are Harvard University, Yale University, Williams College, Boston College, etc.

Private Colleges

Private colleges or institutions in the USA offer higher education and are not government-funded. Such institutions are operated by the funds given by private organisations, which include non-profit organisations, for-profit corporations or religious entities. Private colleges function differently as compared to public colleges funded by the government.

Some prominent private universities, like Princeton University, Columbia University, Duke University, etc., are in the USA.

Community colleges

Community colleges or institutions in the USA provide affordable and accessible educational opportunities to students. These institutions are often called "open-access" institutions, meaning these colleges have minimal admission requirements.

Community colleges offer a two-year certification program that is transferable, which means graduates from these universities transfer to higher universities to pursue four-year college to complete their courses. Some community colleges in the USA are Community College of Philadelphia, City College of San Francisco, Miami Dade College, etc.

Technology Institutes

Technology University is not a specific type of University in the USA. Technology university defines institutions and colleges that strongly focus on science, enginee ring, computer science and other techno logy-related programs. These colleges are known for providing world-class research facilities in information technology, robo tics, AI data science, etc.

Some of the best technology universities in the USA are MIT, Stanford University, and the California Institute of Technology.

What is the Accreditation Process?

The US Education System employs accreditation to verify that educational institutions adhere to the minimum quality education standards. Not just schools but other post-secondary institutions also go through the accreditation process. Federal and state governments recognise accreditation to ensure institutional and automatic authenticity. In essence, certification by a recognised accrediting authority is regarded as the US equivalent of similar processes in other countries worldwide.

Types of Accreditation in the USA

In the USA, institutions provide various types of accreditation that enable students to obtain certificates or degrees that have global recognition. These are mentioned below:

Letter Grade	Percentile	Grade Point Scale
A+	97-100	4.33 or 4
A	93-96	4.0
A –	90-92	3.7
B +	87-89	3.3
B	83-86	3.0
C +	80-82	2.7
C	77-79	2.3
C	73-76	2.0
C –	70-72	1.7
D +	67-69	1.3
D	63-66	1.0
D –	60-62	0.7
F	less than 60	–

The table above represents the letter grades and what the grades imply.

School-Level Accreditation
Post-secondary Accreditation
Federal Recognition & Approval
Diploma Mills & Fraud
Earning accreditations can assist you in acquiring a top-notch education and receiving credits that enable employers to comprehend the coursework credits attained.

The grading system of the USA

The education system in the USA is a usual method for evaluating students' academic performance. Generally, schools and colleges assess students' marks as grades or percentages, but the standard grading system in the USA is a different system known as Grade Point Average (GPA).
Different grading methods are used across the country. However, the education system of the USA relies on the four-point grading system.
The US universities follow two types of grading systems: first, the numerical scheme and second, the letter system. Here is a detailed explanation of these grading systems:

Letter grades

This grading system is used for individual assessments and can easily convert into GPA. The heading scale ranges from A to F, with A representing excellent performance and F indicating failure.

Grade Point Average

The Grade Point Average is a vital grading system as these marks determine if a candidate is eligible for scholarships and admission to the University of their choice. One of the most unique features of the US grading system is the four-point scale. The numerical values assigned to the applicant are converted to grades. A point represents these grades according to the defined grading scale. Let's understand these grade systems:

The Top 10 Universities in The USA

The United States is home to some of the most prestigious universities in the world. There are plenty of options for students pursuing higher education in the US, from Ivy League schools to state universities.
You will find the top 10 universities to study in the USA below. These universities are known for their rigorous academic programs, world-class faculty, and state-of-the-art facilities.
Harvard University
Standford University
MIT University
Columbia University
Yale University
Duke Univerity
California Institute of Technology
University of Washington

Difference between the Education system in the USA and India

The education system in the USA varies considerably from India's education system in terms of its structure, grading system, entrance tests, admission procedure, teaching styles, curriculum and evaluation methods. The US education system is more flexible and emphasises critical, analytical thinking and interactive learning. In comparison, India's education system is rigid and focuses on memorisation and rote learning. Even admission procedures and course duration also differ significantly. It becomes crucial for students seeking higher education admission in the USA to understand the differences.
Here are a few of the significant distinctions that separate the education systems of both countries:

Education System Structure

The American education system is decentralised and follows a K-12 system, where students have 12 years of primary and secondary education.
After completing K-12, one can attend colleges to pursue graduation and post-graduation courses.
On the other hand, India follows a 10+2 system, which includes ten years of primary and secondary education (1-10) with two years of higher education system (11&12).
After the 10+2 stage, you can enrol in colleges and universities to pursue a graduation program of 3-year duration and a post-graduation program, usually of 2 years.

Grading System

The grading system of the USA is based on letter grades, with letters ranging from A to F. A represents excellent performance, and F represents failure.
The cumulative performance is measured using Grade Point Average (GPA) and calculated using grade points associated with each course. Some institutions even offer honours or advanced placement courses that assess students' performance by assigning them honour grades.
The grading system in India is percentage-based. Marks are scored out of 100. Different education boards like CBSE use a 9-point grading system. The cumulative performance of a student is assessed through a percentage system, where the overall percentage is calculated based on the marks obtained in different subjects.

Entrance Tests

In the US, you must appear for entrance tests like the SAT(Scholastic Assessment Test) and ACT (American College Test) to enrol in graduate programs. Specific tests like GMAT and GRE are other for admission in post-graduation programs and specific higher-level courses.
In India, Common Entrance Tests like JEE(Joint Entrance Test) and NEET (National Eligibility cum Entrance Test) are required to get admission in engineering and medical courses.

Admission Process

Getting admissions to US colleges is highly competitive, focusing on overall or complete assessment of applicants, including entrance test scores, essays, letters of recommendation and extracurricular activities. Some colleges and institutions even interview prospective students, personally or virtually.
In Indian universities, admissions are based on entrance test scores and cut-off marks. Cut-off marks are assigned for each college, and the candidates fulfilling the cut-off grade are eligible for access to the particular institution. For some courses, personal interviews are also conducted.

Teaching methods

The teaching style in the USA is based on interactive learning, and professors encourage students to actively participate in class discussions, brainstorming sessions, and debates. The class size is usually smaller and develops a closer relationship between the teachers and students, prompting personalised mentorship.
Assessment methods include assignments, presentations, projects and exams, encouraging students to develop teamwork, communication and critical thinking skills.
India uses traditional teaching methods, which include lecture-based learning, with teachers being the central source of information. It emphasises rote learning and believes only in memorising facts and figures. Students are highly competitive here, primarily focusing on achieving high grades. The curriculum is very restricted and provides limited autonomy to choose a course.

Final Thoughts

The education system of the USA embodies the nation's strong commitment, Innovation, inclusivity and pursuit of the American dream.

Read More: https://rb.gy/cn4552
Source: www.leapscholar.com

Australian education system at a glance

Know how the Australian education system works!

When you choose to study in Australia, you can be assured of unparalleled quality of education, internationally-recognised qualification and immense employment prospects. Universities in Australia are renowned for their research and training methodologies, and this makes it a popular destination among Indian students.

The academic excellence, campus life and qualified instructors are other key reasons behind Australian universities being ranked in the QS World Ranking and Times Higher Education Rankings consistently. It has well-structured curriculum that focuses on varied skills such as critical thinking, creativity, communication, literacy, analytical thinking ability, ethical understanding and more.

Plus, Australia offers a variety of courses – you can choose from 22,000 types of courses available in over 1,100 institutions; and hosts the five best student cities in the world including Sydney, Melbourne, Adelaide, Perth and Brisbane.

Australian Qualifications Framework (AQF)

The unique factor of the Australian education system is its implementation of Australian Qualifications Framework (AQF), the national policy established in 1995 that specifies the standards of qualifications for the tertiary education sector (higher education, vocational education and training) in addition to the school leaving certificate, called the Senior Secondary Certificate of Education. With AQF, your degree is recognised and authorised by the government.

Under the AQF, there are 10 levels that interconnects various schools, colleges, universities and educational institutions in one single national system. This allows flexibility, choice and better career planning for students to move from one study level to another as long as their student visa requirements are fulfilled.

Study levels in Australia

The education system in Australia is three-tiered with primary, secondary and tertiary levels of education. Here's an overview of the different levels and qualifications available as per the AQF.

The highest level of education in Australia is the university level. You can choose from 43 universities, 40 out of which are government funded, two are international universities and one is a private university. You may opt for bachelor degrees or postgraduate courses which can comprise certificate, postgraduate diploma, master and doctoral programs.

Students can also enrol for vocational courses that work as a gateway to university education or industry for work. These courses focus on practical skills and industry training and are offered by government-funded institutions (including TAFE - Technical and Further Education) and private establishments.

Higher education

Provided at university level, higher education comprises bachelors, masters and doctoral degrees. The skills and knowledge acquired at these levels makes a student ready to work in the industry eventually.

Fee structure

The average tuition fees at one of Austra-

Levels and qualifications as per Australian Qualification Framework (AQF)	
Level 1	Certificate I
Level 2	Certificate II
Level 3	Certificate III
Level 4	Certificate IV
Level 5	Diploma
Level 6	Advanced Diploma, , Associate Degree
Level 7	Bachelor Degree
Level 8	Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
Level 9	Master's Degree
Level 10	Doctoral Degree

Popular programs	
Health and Science	Business and Management
Law	Medicines
Arts and Design	Education and Teaching
Accounting	Engineering
Computer Science and IT	Engineering and management

lia's tertiary institutions ranges between AUD$20,000 and AUD$30,000 a year. Find out more about the cost of studying in Australia in detail here.

Financial aid

Indian students can apply to several government, public as well as institution specific scholarships. Application requirements and guidelines are available on the official website of your institution or respective funding organisation. Students are recommended to check the same before applying. Know more about the available grants, scholarships and bursaries here.

Pedagogy in Australian classrooms

The Australian education emphasises on practical knowledge, hands-on experience and getting you job-ready. Universities in Australia provide a research-based learning approach wherein you'll be implementing all the concepts and ideas you gather in the classroom.

VET (Vocational and Technical Schools)

Australian education system allows its students to enrol for vocational courses that lets them skip university education and apply directly to jobs. These courses primarily focus on practical learning and industry skills unlike the regular courses that rely heavily on theoretical and in-depth knowledge. A lot of schools provide courses in technical and further education (TAFE) and vocational education and training (VET). Keep in mind that courses mostly provide certifications, diploma or advanced diploma. Some of the popular industries that VET students can look at include manufacturing, hospitality, sports, tourism, business and marketing.

Pathway programs – Your bridge to higher education in Australia

International students may require additional support and assistance to get accustomed to the education system and teaching approach of Australia. Henceforth, a lot of pathway programs to higher education that comprise of foundation courses and English language programs are available.

Academic intakes

Unlike a single intake in the Indian universities, Australian colleges and universities offer two major intakes. Intakes may also be referred to as a semester in some universities. The two intakes available in Australia are:

Semester 1: Starts late February/early March to late May/early June

Semester 2: Starts late July/early August through to November

The Australian high school system commences in late January or early February whereas the vocational courses and university programs begin around February. While the school system has three to four terms, universities have two semesters. Students can enjoy a 2-4 week break between the two semesters, the summer one being the longer one. Read up about these intakes in detail here.

English language training

Since Australia is an English-speaking country and all your instructions in the classroom takes place in English, it is essential to be proficient in this language. In case you have limited proficiency, you may be advised to enrol in an English language before you start your program. You can choose from over 100 private English language centres in the country.

Postgraduate study

Both universities and private colleges offer postgraduate courses in Australia. A master's degree has three formats – Master's degree (coursework), Master's degree (research) and Master's degree (extended). Similarly, on doctorate level, there are two formats- Research doctorate (PhD) and Professional doctorate. Admission criteria at post graduate level is quite competitive including high levels of English language proficiency, and remarkable academic qualifications. You should also know that some courses like architecture and medicine are only offered by universities.

Post-study work opportunities

Australia provides ample employment prospects after graduation. You can apply for subclass 485 temporary graduate visa on completion of your studies that will allow you to remain and study further/work in Australia. If you wish to further your studies, you can apply for the next level of study since there is no dearth of right courses and programs for the suitable candidate.

You're a step closer to studying in Australia, schedule an appointment to speak with us. It's Free!

Source: www.idp.com

Some interesting facts about Australian education	
1	The Education Index, published by the United Nations listed Australia as 0.993 in 2006, the highest in the world.
2	In 2017, Australia had 526,932 international students from over 90 countries.
3	An international student is more likely to enrol in a course registered under CRICOS (the registration that indicates that the course and institution meets academic excellence standard of the Australian education system).

Indian Educataion Today and How to Improve.

The Indian education system is a complex ecosystem comprising various levels, from primary education to higher education, with diverse challenges and opportunities. The Indian education system was undergoing significant reforms and facing several persistent issues. Let's break down the current situation, challenges, and potential solutions across different levels of education.

Primary Education Situation:

• Primary education in India faces challenges such as inadequate infrastructure, shortage of trained teachers, high dropout rates, and regional disparities in quality.

• While initiatives like the Sarva Shiksha Abhiyan have improved access to primary education, quality remains a concern.

• The digital divide exacerbates inequalities, with rural and marginalized communities having limited access to online learning resources.

Improvement Strategies

1. Investment in Infrastructure: Allocating funds for building and upgrading school infrastructure, including classrooms, libraries, and sanitation facilities, is crucial.
2. Teacher Training and Recruitment: Enhancing teacher training programs and recruitment processes to ensure a qualified and motivated teaching workforce.
3. Curriculum Reforms: Updating the curriculum to make it more relevant, inclusive, and aligned with 21st-century skills.
4. Technology Integration: Leveraging technology to improve access to quality education resources, especially in remote and underserved areas.

Secondary Education Situation

• Secondary education suffers from similar challenges as primary education, including infrastructure deficits, teacher shortages, and learning disparities.

• The curriculum often focuses more on rote learning than critical thinking and practical skills development.

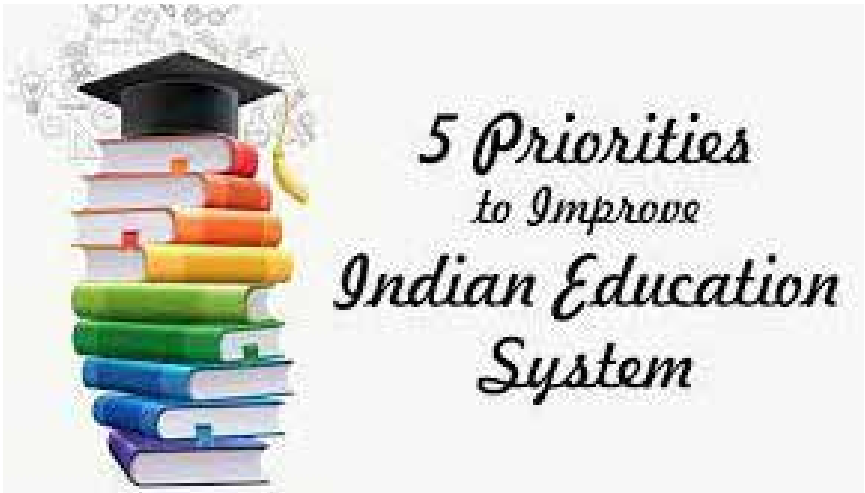
• Vocational education and skills training remain underemphasized, leading to a mismatch between education outcomes and workforce requirements.

Improvement Strategies

1. Quality Enhancement: Implementing reforms to enhance the quality of secondary education, including curriculum updates, teacher training, and assessment reforms.
2. Promotion of Vocational Education: Introducing vocational education programs and skill development initiatives to equip students with employable skills and reduce unemployment.
3. Public-Private Partnerships: Collaborating with the private sector to improve infrastructure, provide industry-relevant training, and bridge the gap between education and employment.
4. Career Counseling: Offering career guidance and counseling services to help students make informed decisions about their academic and professional paths.

Higher Education Situation

• Higher education in India faces challenges such as limited access, low gross enrollment ratio (GER), quality concerns, and outdated regulatory frameworks.



• There is a significant demand-supply gap in terms of seats available in higher education institutions compared to the number of aspiring students.
• Indian universities often lag behind their global counterparts in terms of research output, innovation, and international rankings.

Improvement Strategies

1. Expansion and Inclusion: Increasing access to higher education by expanding infrastructure, introducing online and distance learning programs, and promoting inclusivity through affirmative action policies.
2. Quality Assurance: Strengthening accreditation and quality assurance mechanisms to ensure that higher education institutions maintain high academic standards and foster a culture of excellence.
3. Research and Innovation: Encouraging research and innovation through funding incentives, collaboration with industry and research institutions, and promoting interdisciplinary approa ches.
4. Internationalization: Attracting foreign students and faculty, promoting international collaborations, and aligning academic programs with global standards to enhance the international reputation and competitiveness of Indian universities.

Challenges and Reforms

Common Challenges

• Funding Constraints: Limited public investment in education leading to resource constraints and reliance on private funding.
• Equity and Access: Disparities in access to education based on socio-economic status, gender, geography, and disability.
• Outdated Pedagogy: Rote learning-oriented teaching methods that hinder critical thinking, creativity, and problem-solving skills development.
• Regulatory Bottlenecks: Complex and bureaucratic regulatory frameworks that impede innovation and autonomy in education institutions.
• Skills Mismatch: Mismatch between the skills acquired through formal education and the demands of the rapidly evolving job market.

Reform Initiatives

• National Education Policy (NEP) 2020: The NEP aims to overhaul the education system by emphasizing holistic development, flexibility, multidisciplinary learning, and vocational education.
• Digital Initiatives: Initiatives like the Digital India campaign and SWAYAM platform aim to promote digital literacy, access to online education resources, and e-governance in education.
• Skill Development Programs: Initiatives like Skill India and PMKVY focus on skill development and vocational training to enhance employability and entrepreneurship.
• Regulatory Reforms: Efforts to streamline regulatory processes, promote autonomy and accountability in education institutions, and facilitate public-private partnerships.

Conclusion

The Indian education system faces multifaceted challenges across different levels, including primary education, secondary education, and higher education. Addressing these challenges requires a comprehensive approach encompassing infrastructure development, teacher training, curriculum reforms, technology integration, quality assurance, and policy reforms. Initiatives such as the National Education Policy 2020, digital initiatives, skill development programs, and regulatory reforms represent positive steps towards improving the quality, inclusivity, and relevance of education in India. However, sustained efforts and collaboration between government, academia, industry, and civil society are essential to ensure meaningful progress and realize the vision of a vibrant and equitable education system that empowers every individual to reach their full potential.
In conclusion, a holistic approach focusing on infrastructure development, teacher training, curriculum reforms, technology integration, quality assurance, and policy reforms is essential to address the challenges and unlock the full potential of the Indian education system. By prioritizing investment in education, promoting inclusivity and innovation, and fostering collaboration between stakeholders, India can build a robust and future-ready education system that prepares its citizens to thrive in the 21st century.

Why do you want kids to code?

- Wrong answers
- Use variables
- Write loops
- Use if... then... statements
- Debug an error
- Use Boolean logic
- Learn hexadecimal
- Learn syntax
- Use technology

- Right answers
- Explore ideas
- Collaborate with others
- Make thinking concrete
- Visualize a process
- Learn how to design
- Solve a problem
- Create something exciting
- Control technology

Coding is a tool, not a learning outcome.

Created by @cashjim

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SCHOOL REFORMER

ONLINE MEETINGS WITH GUEST SPEAKERS

School Reformer : Meetings Calendar

Speaker	Topic	Date	Time
Ms Leena Sanjeev	A fabulous journey through different curricula and its impact on holistic education	20-May-2022	11:00 AM
Ms Juhi Kapil	Time Management: One Step At A Time	1-June-2022	11:30 AM
Mr Syed Hamid Hasan	Recruitment, SOP, Interview, Saas, Podcast	2-June-2022	10:30 AM
Mr Vipin Rajesh Singh	Green School	3-June-2022	10:00 AM
Mr Mohammad Zulfikar Hussain	"Student Wellbeing" and "Teaching is a Calling"	7-June-2022	10:00 AM
Ms Sowbhagya Varma HS	The Need for School Transformation in Indian Schools in today's context - My perspective	16-June-2022	11:00 AM
Ms Sai Mounika Murarisetti	Teacher Career options, Growth and Sustainability, Development and Opportunities	17-June-2022	10:00 AM
Ms Kavita Govil	Let's evolve - Looking Back and Looking Ahead	20-June-2022	11:00 AM
Ms Dolly Sirohi	Geography at IB and Future Career Opportunities	28-June-2022	11:00 AM
Dr Rabiaah' Bhatia	3E's of Life	4-July-2022	11:30 AM

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