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International Column



Dr. Satya Vir Singh
Vice-Rector & Registrar
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Dr. Satya Vir Singh has over 22 years of global experience in the areas of Accreditation, Affiliations, Tie-ups, Strategic Planning & Budgeting, Policy Formulation, Curriculum Planning & Design, Training, Recruitment, ITES, and so on in leading Educational Institutions across India, Gulf, and Africa. I have also done Educational Consultancy projects for Ernst & Young (EY India), GLG Consulting & Smart Cube Consulting. I am working as Vice - Rector / Registrar with Sharda University Uzbekistan responsible for handling academic and non-academic staff members, academic operations, student academic records, student registrations, etc., and Creation and implementation of the Policies, Procedures and SOP's. Implementation of Regulatory Framework documents (Constituent Document, Ordinance, and Normative document of the University.

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Lia Nandoshvili
Educationist
Signagi - Georgia
>> Contd. p.4..



Jovliyeva Zarina
Student - Uzbekistan
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Kerala likely to teach NCERT UP Board breaks record, releases XI, XII results in just 67 days

■ EJ - Thiruvananthapuram

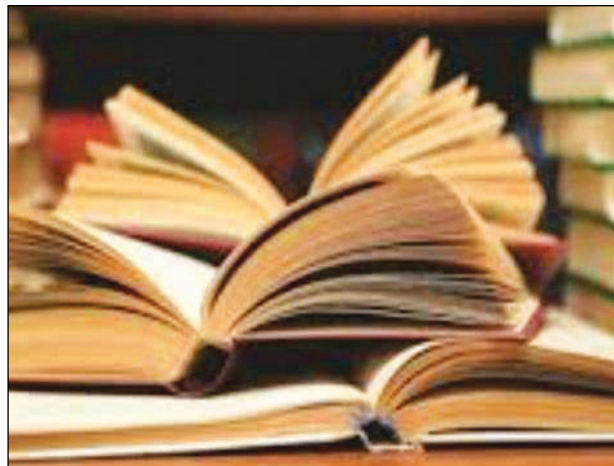
Students in Kerala are likely to be taught the portions that the NCERT had deleted from its class 10 and 12 textbooks, including those about the assassination of Mahatma Gandhi and the ban on RSS.

The NCERT recently had, in the name of rationalization of the syllabus, dropped from its class 12 history textbook certain portions on Mahatma Gandhi and how his pursuit of Hindu-Muslim unity "provoked Hindu extremists". It also left out the portion where the government placed a ban on the RSS after Gandhi's assassination. The revision of textbooks by obfuscating facts has triggered a row.

The State Council of Education Research and Training (SCERT), an autonomous body of the General Education Department, is considering a decision by its curriculum steering committee to include these deleted portions in the state syllabus.

The committee, which met, has entrusted General Education Minister V Sivankutty with taking a final decision on the matter after consulting with the government and Chief Minister Pinarayi Vijayan.

Confirming the development, Sivankutty told reporters here that the SCERT and the Curriculum Committee take deci-



sions on the academic affairs of the general education department of the state. As per an MoU entered with the NCERT, Kerala has been using their 44 textbooks, and of them, there has been a significant change in the content of subjects including history, political science, economics, and sociology at the higher secondary level, the minister explained.

"The curriculum committee unanimously decided to include all those portions omitted from these textbooks in the syllabus and teach the students in the state. I have been entrusted to inform the government and the CM about the decision and take a necessary decision in this regard," he said.

He said a final decision would be taken after consulting with Chief Minister Pinarayi Vijayan.

The minister said several important portions, including the assassination of Gandhiji, the ban on RSS, Mughal history, the industrial revolution, and the history of post-independent India, including five-year plans, have been excluded from the NCERT textbooks.

"Gandhiji was assassinated...but in their textbook, it was mentioned that Gandhi had died... like (they are saying) he died of a heart attack," the minister said, taking a dig at the NCERT.

The minister indicated that the deleted portions would be included and taught to the students during this academic year itself.

A decision was also taken to inform the Centre about the development and petition Prime Minister Narendra Modi and the Union Education Ministry about

>> Contd. p.5..

89.78% of students cleared XI, 75.52% passed XII exam

■ EJ - Prayagraj

The girls once again outshone the boys with their passing percentage touching 94% in Class X and 83% in Class XII. The passing percentage of boys, on the other hand, was 86.64% in Class X and a dismal 69.34% in Class XII - nearly 14 percentage points less than girls.

"A total of 28.63 lakh students appeared for Class X examinations, while 25.71 lakh students appeared for Class XII. In Class X, the number of registered students was 31.16 lakh, while 27.68 lakh students were registered for the Class XII exam," a note released by the UP Second-



According to the board, the maximum number of inmates appeared for the Class 10th board exam from HarDOI jail. 11 inmates from HarDOI jail appeared for the exam and nine of them cleared it. Similarly, all 8 inmates of Ghaziabad jail too have passed the examination.

The highest number of 13 prisoners were registered from Ghaziabad jail for the intermediate examination, out of which 11 passed the exam. As far as Lucknow jail is concerned, six of the eight prisoners have been declared passed.

ary Education Council stated.

In a major accomplishment for the Yogi Adityanath-led Uttar Pradesh government, the UP Secondary Education Board

broke the record by announcing the results of 10th and 12th grades in just 67 days. The Uttar Pradesh Secondary Education Board

>> Contd. p.4..

100 private schools fined Rs 1 lakh each for not refunding 15% fees charged during covid

■ EJ - Noida

Around 100 private schools in Noida and Greater Noida have been fined Rs 1 lakh each for not refunding 15 percent of the fees to all students who were charged during the 2020-21 Covid period.

The Gautam Buddha Nagar administration has slapped the penalty for non-compliance with an order of the Allahabad High Court which directed the same, officials said on Wednesday. The penalty against the schools will be increased to Rs 5 lakh if the students are not refunded within 30 days, according to the order issued by the District Inspector of Schools Dharamveer Singh.

The penalty order was issued on Wednesday to schools. It cited the court order which was passed on January 6 this year. "It is made clear that in case any fee has been paid more than what has been determined by the Supreme Court in the aforesaid judgment (i.e 15 percent of the fees charged from students during the academic year 2020-21, when classes were held online), in the case of the students still studying, the same may be adjusted in the fee to be paid in future," the order stated.

The matter of non-compliance with court orders by the schools, including prominent institutions, had come to light

» The court had directed schools to return 15% of the fees to all students which was charged during Covid

» The penalty against the schools will be increased to Rs 5 lakh if the students are not refunded within 30 days

» A senior official said the matter of non-compliance of court order by the schools, which include prominent institutions, had come to light during a meeting of the District Fee Regulatory Committee

during a meeting of the District Fee Regulatory Committee (DFRC) on Monday, a senior official said.

"The DFRC meeting was chaired by District Magistrate Manish Kumar Verma and it emerged that around 100 private schools in Gautam Buddha Nagar have not complied with the HC order which had set a deadline of March for the repayment," the officer said.

"In case of students who have passed out or left the school, the amount may be calculated and returned to those students. Let the entire exercise be done within two months of the date," the order added.

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Artificial Intelligence (AI) in Adaptive Learning (AL) for Higher Education

Higher educational Institutions (HEIs) have been significantly shaped by the introduction of technology in recent years. Several educational institutions, including universities and colleges, have begun implementing flipped classroom learning and other forms of technology-enhanced learning. Because of its pervasive impact across such a wide variety of fields and industries, Artificial Intelligence (AI) has become a highly contentious topic in recent years. The way that we acquire new knowledge and skills will be profoundly altered by the introduction of artificial intelligence.

Almost every aspect of contemporary life uses some kind of artificial intelligence (AI). It is a field of study that is undergoing rapid development and has the potential to revolutionize every aspect of human interaction. With the assistance of AI, novel approaches to teaching as well as approaches to evaluating the development of students will be developed and tested.

The utilization of today's various forms of educational technology allows for the more efficient accomplishment and administration of various edu-

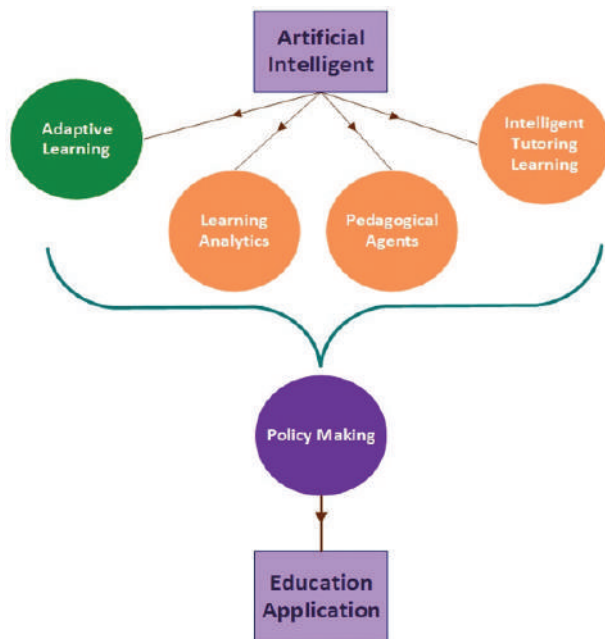


Figure 1: Roles of ALES (Adaptive learning environment System)

ational objectives. Through the lens of Adaptive Grading System (AGS) implementation, we can understand the impact that Adaptive Learning (AL) and its Adaptive Learning Environment System (ALES) impacts on both students and educators.

As a result of the use of Automated Grading Learning

Systems, students who have received training in the use of technology are more likely to be self-directed and motivated to evaluate their development as learners. This is because students who have received training in the use of technology have a higher likelihood of being able to evaluate their progress. The

Automatic Grading and Learning System (AGLS) helps teachers to reduce the amount of work that creates timely and pertinent feedback to students by opening up more avenues for constructive student-teacher interaction. Students now have the flexibility to study whenever and where-

and other types of assessments, which can then be used as a teaching tool to assist students in achieving their academic goals. The influence of artificial intelligence on the teaching and learning processes in higher

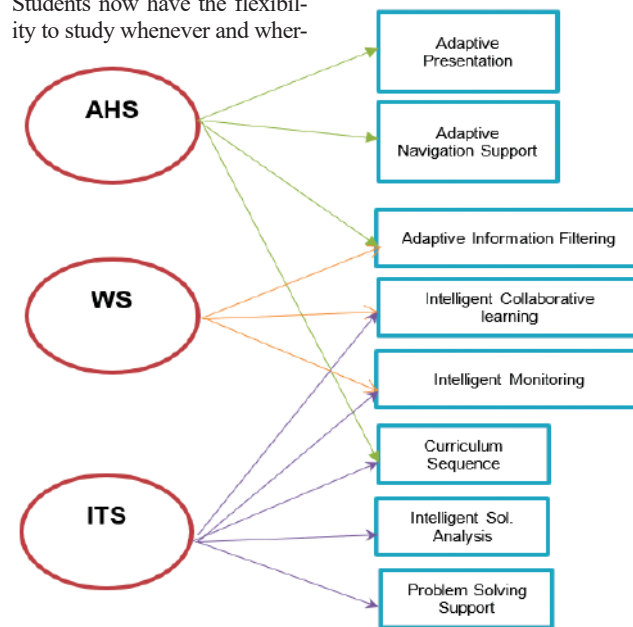


Figure 2: Adaptive learning environment (Own, 2010)

ever they want, thanks to AI. It is possible to use AI algorithms to generate personalized feedback on assignments, quizzes,

education has a great impact on new technologies in educational institutions and the learning experiences of students. It is possi-



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ble to predict the future of higher education in a world where artificial intelligence is pervasive due to the rapid adoption of new technologies in higher education as well as recent advancements in technology. This is possible because of the rapid adoption of new technologies in higher education. The administration, student support, teaching, and learning processes can all benefit from the use of these technologies.

Key Words / Abbreviations
- AI - Artificial Intelligence, AL - Adaptive Learning, Adaptive Learning Environment System (ALES), AGS - Adaptive Grading System, AHS - Adaptive Hypermedia Systems, WS - Web base System, ITS - Intelligent Tutoring Systems'

Providing effective formative feedback

"The main goal of student assessment is to manage the quality of teaching and learning, which means, on the one hand, taking care of improving the quality of learning, and on the other hand, monitoring the quality of teaching and learning. The assessment should provide information about the individual progress of the student". (Article 27);

The goals of the assessment are:

1. Determining the student's strengths and weaknesses and promoting the student's learning;
2. Evaluation of methodology and training programs.

Forms of assessment are:

- Determinant - is the assessment of learning
- Assessment for developmental learning.

Basic principles of using formative assessment

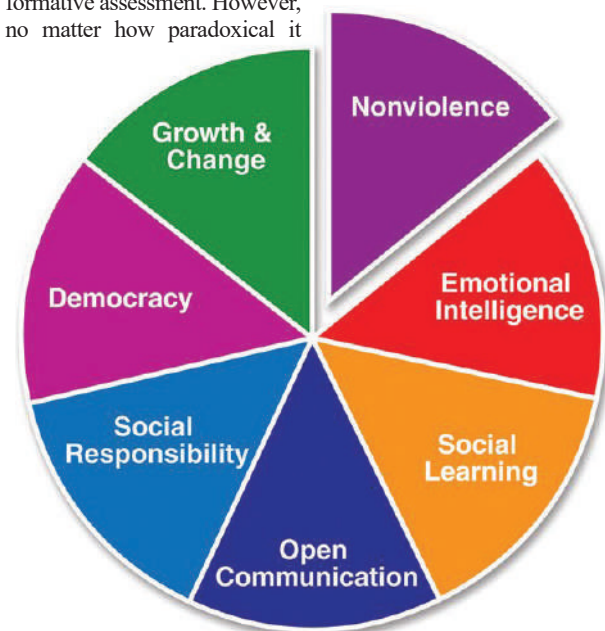
1. Formative assessment is an integral part of the teaching-learning process;
2. Data collected as a result of formative assessment are used to improve the teaching process;
3. Formative assessment contributes to the development of autonomy and self-regulation in students.

What is formative assessment?

- Ongoing, continuous assessment that helps both the student and the teacher assess student progress, strengths, and areas for improvement;
- With its help, the teacher has the opportunity to make certain adaptations to the changes in the subject matter, tasks and material to be studied in the future;
- It is focused on the progress of students and is a daily process, which is expressed in asking questions, observing students in the lesson process, taking notes, etc.

The relevance of the issue
Since 2007, one of the important reforms in the education

system was the introduction of a new assessment system called formative assessment. However, no matter how paradoxical it



sounds, it was very difficult for teachers to grasp the mentioned innovation, moreover, the majority of teachers do not fully understand the important paradigms of student assessment and mechanically use the requirements provided by the standard;

The topicality of the issue is also because, when talking about formative and summative assessment in the national curriculum, nothing is mentioned in detail about the subsequent process-feedback of formative assessment, because we only find the quantitative norms of summative assessment according to classes and subjects, which is why the reader's understanding of the issue on a wide scale remains unclear;

What is feedback and what is its importance in the learning process?

- The introduction of the concept of feedback and its further development is associated with the name of the American social psychologist Kurt Lewin and his colleagues.
- Feedback is an integral part

of the evaluation process and the most powerful moderator of

achievement measurement.

- It is the best way to understand what and how they do, and what results the students get.
- The feedback system reveals how properly, qualitatively, and result-oriented the training process works;
- Successful management of the learning process is the main determinant of the quality of feedback and the main means of achieving the goal.

The main tasks of feedback are:

- To demonstrate and explain the formation of signs;
- To find out and appreciate the specific characteristics of the student's work;
- To announce the next steps necessary for improvement;
- To develop students' ability to observe, evaluate and manage their learning.

Interrelationship
Both processes are intertwined, but despite the connection, formative assessment and feedback are not concepts carrying the same content.

Formative assessment

Evaluation is a process aimed at checking quality, quantity, and volume.

1. Formative assessment is the best tool for the teacher, which allows him to provide students with immediate and continuous feedback to improve learning outcomes.

Feedback

Feedback is information about a tested issue.

Research by James Pennebaker, a professor at the University of Texas, feedback plays a central role in the teaching-learning process:

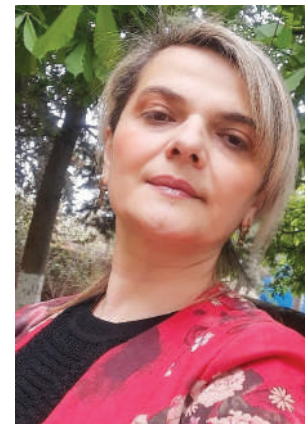
"When people try to master a new skill, they need some information about how they are going in the right direction. The learning process in the classroom is no exception".

Mastering certain content or concepts and training thought processes require the use of trial and error.'

Effective feedback

Is carried out during the learning process, while there is still time to consider it;

- Refers to a partial understanding of the issue;
- Does not replace or exclude the student's thinking;
- It is limited to the necessary recommendations that the student can take into account.
- Feedback should be concrete, specific, accurate, and functional.
- It is better to be delivered immediately;
- The goal of feedback should be to involve the student in the learning process.
- Directs the student's attention to learning goals, and the student's strengths and offers specific information for improvement.
- Is carried out during the learning process, while there is still time to consider it.
- Refers to a partial understanding of the issue.
- does not replace or exclude



Lia Nandoshvili
Educationist
Signagi - Georgia

the student's thinking.

Disadvantages of feedback

- ❖ It is reduced only to the justification of the mark and other purposes of feedback are neglected.
- ❖ Its incorrect formulation and delivery - which may lower the student's self-esteem.
- ❖ If the student cannot connect the feedback with the reasons for his failure, such feedback can hurt the student's learning motivation, which will prevent the student's further achievements.
- i. The "Magical" concept of feedback should not be desirable for students, the teacher should provide feedback to students regularly;
- ii. It is better to start the feedback with a positive evaluation and then follow it with a recommendation.
- iii. Feedback should be specific and not general.
- iv. The teacher should understand the abilities of each student and recognize their autonomy when providing feedback.
- v. The teacher should meet the parents individually, introduce them to the existing problem and find out what is the reason for the low academic performance of these students.
- vi. It is better for the teacher to periodically conduct a self-evaluation of his practice.

XI and XII result...

Council has declared the results of Class 10 and 12 board exams, with 89.78 percent of students clearing the Class 10 examinations and 75.52 percent of students passing the Class 12 exams.

The CM congratulated the students on their successes and also announced to honor students who have scored in the top 10 at the state and district levels in the examinations.

The UP Board Secretary Dibyakant Shukla said that the Board of Secondary Education has set a record by declaring the results in the shortest period in the history of 100 years. He said that after the formation of the board in 1921, the first board examination was conducted in 1923.

Earlier in 2019, the result was announced on April 27 in the shortest possible time of 89 days as the examination started on February 7. "This time the examinations were conducted after February 16, and the results were declared in a total of 67 days," he said.

UP Board chairman Mahendra Dev said that this time evaluation of answer sheets started on March 18. To check the answer sheets, 258 centers were set up, in which a total of 3.19 crore books were evaluated. For this, 1,43,933 examiners were appointed. The date for completion of the evaluation was fixed as April 1, but the board completed the evaluation a day earlier on March 31. This is also a record. He also said that the board had succeeded in conducting a cheating-free examination. This was the first time in 30 years that no paper was leaked, no exam was canceled and there was no mass copying. "UP Board being the world's largest board, it is a matter of pride that this is the first time in the last 100 years that all the results are compiled in record time," he said.

KIET's Win at 'NASA Human Exploration Rover Challenge 2023'

■ EJ - Ghaziabad

Team Interstellar of the KIET Group of Institutions has returned to their country after raising the name of India on foreign soil. This team participated in the 'NASA Human Exploration Rover Challenge 2023' which was conducted from April 20 to April 22, 2023, in Huntsville, Alabama, US (Space and Rocket Center of NASA). In this competition, they had to compete with 61 teams selected from around the world. However, only 48 teams out of 61 reached the destination to participate in the competition.

Among various award categories, KIET got awarded the Social Media Award (College/University Division) for being active on social media and sharing all updates related to design, fabrication, report evaluation, etc.

All the founders and trustees of the institute viz. Mr. Atul Garg, Mr. Sarish Aggarwal, and Shri GD Jain ji were present on the campus to cheer the team. All of them congratulated and blessed all the students for achieving this milestone in America.

The Director of the Institute, Dr. A. Garg also congratulated all the students on their big win and said "I would like to congratulate the mentor of the team, Mr. Tuhin Srivastava. The way he maintained the morale of the team members in every difficult stage and gave them the right guidance at the right time is purely commendable.



Tuhin Srivastava said that a total of 6 teams from India participated in the competition, including renowned institutes like Shiv Nadar University, Greater Noida, Vellore Institute of Technology, Chennai, Young Tinker Academy, Odisha.

The director also motivated the team members to share their experiences. The team's Maintenance Head, Arin Singh said that visiting the US gave them great exposure, the opportunity to network with teams from around the world, and also learn project and team management in a very realistic way. "There is a very tough competition at the international level and next year we will participate in this competition again and design our rover in a better way," he added.

The team's vice-captain and driver, YatharthVaish, said, "Being the driver, all the pressure of winning or losing the event was on my part. This time the track

was also made of gravel instead of asphalt, so the difficulties for the rover were very high. We may not have won the competition, but I am glad that our rover excursion was successful."

Shruti Jain, the only female member of the team, said, "During the competition, we met a gentleman who participates in the NASA Rover Challenge every year and is now going to organize his own Rover Challenge in Germany. He has invited us to Germany during the summer break, where we shall design our rover."

Joint Director, Dr. Manoj Goel, Head ME Dr. Ashish Kamwal and all KIETians showered their blessings on the team. There is a wave of happiness running throughout the institute and everyone is hoping that the students of KIET will bring in more laurels like these in the future as well.

No official communication to Colleges yet regarding 4-year honors in UG

■ EJ - Kolkata

The West Bengal higher secondary exam results will release soon, but the colleges haven't received any official word about the launch of a four-year undergraduate honors program starting in the next academic year.

The higher education department is yet to come up with any official communication about the issue. Colleges and universities need to ready the infrastructure for any new arrangement, the president of the West Bengal Council of Higher Education Chiranjib Bhattacharya has said. Education minister Bratya Basu had on recent occasions said that there was wide consensus among experts for the implementation of some key features of National Education Policy, 2020, like four-year honors courses in UG courses in place of the existing three years and one-year post-graduate course instead of two years, or 4+1 format in place of the erstwhile 3+2 format.

"We have sent our recommendations to the higher education department after weighing the pros and cons of the erstwhile three-year honors system (3 years honors+2 years post-graduation) and the new proposal for rolling out a four-year honors system. We hope the higher education department comes up with its communication at the earliest," Calcutta University acting Vice-chancel-



lor Asis Kumar Chatterjee said.

Principals of several colleges in the city echoed him. Scottish Church College principal Modhumanjari Mondal said that a workshop of principals of CU-affiliated colleges was held on the issue earlier this month. "But afterward we have not got any further update from the higher education department. We hope to get definitive information soon before the publication of the Higher Secondary and two examinations of other boards".

Principal of government-run Lady Brabourne College, Siuli Sarkar said "We have to introduce the four-year honours course if we are asked. But there is no notification from the government on the matter as yet." If the four-year honors course is introduced this year, at the outset it will run parallel with the three-year honors course for second-year and third-year students. "So that issue has to be looked into and factored in the curriculum," she said.

Principal of Acharya Jagadish Chandra Bose College and presi-

dent of West Bengal Principals' Council, Purna Chandra Maity said the institution will require 15 more classrooms if the four-year honors course is introduced this year.

Jadavpur University Teachers' Association general secretary Partha Pratim Roy said while the university faculty council has already approved implementing the 4+1 format (four-year honors course and one-year post-graduation) which is necessary for an all-India perspective, a lot needs to be done about the framework, drafting of the syllabus and overhauling the infrastructure.

"We are not even sure about the steps being taken to change the statute and regulation of the university for effecting the changes," he said.

The All Bengal University Teachers' Association (ABUTA) said the opinion of stakeholders should be taken into account before implementing the four-year honors model in the state varsities.

Manabadi AP XII results 2023 declared at 72% Pass

■ EJ - Vijayawada

The Board of Intermediate Education Andhra Pradesh (BIEAP) has announced AP Intermediate first-year and second-year results. Students can check these results on bie.ap.gov.in and exam.results.ap.nic.in.

This year a total of 4,33,275 students appeared for the first-year exam out of which 2,66,326 qualified for the exam. The overall pass percentage stood at 61 percent. The pass percentage of boys was 58 percent, while the pass percentage of girls stood at 65 percent.

A total of 3,79,758 students appeared for the second-year exam out of which 2,72,001 students successfully cleared the exam. The overall pass percentage is 72 percent. The pass percentage for boys stood at 68 percent, while for girls the pass percentage was 75 percent.

Girls outperformed boys in both the first year and second year. Krishna district had the highest passing percentage for both the first year and second with 75 percent and 83 percent respectively.

A total of 36,031 students appeared for vocational intermediate first-year exams out of which 17,507 students (49 percent) passed. And, 31,293 students appeared for the second-year exams out of which 19,430 students (62 percent) passed. In vocational results, Prakasam district stood first with 72 percent, while Kurnool stood last with 50 percent.

This year, the intermediate ex-



they were held from March 16 to April 4. Exams were held at 1489 centers across the state.

Candidates can apply for scrutiny and re-verification from April 27 to May 6. Supplementary exams will be conducted from

ams for the first year began on May 24 to June 1 and supplementary practical exams will be held from June 5 to June 9.

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Scholarship Alert

Scholarship: IET India Scholarship Awards 2023

Description: IThe Institution of Engineering and Technology (IET) is inviting applications from undergraduate engineering students to sharpen their creativity, innovation, leadership and excellence. The scholarship aims to recognise and nurture future engineering leaders of India.

Eligibility: Open for students studying in the 1st, 2nd, 3rd, and 4th year of a full-time regular undergraduate engineering programme (in any field) at an AICTE/UGC-approved institution. The scholarship is also open for lateral entry students who join the B.Tech programme in the 2nd year. They must have cleared all regular credit courses in a single attempt. Applicants must have scored at least 60% in aggregate or equivalent CGPA of at least 6 on a 10-point scale in the semesters cleared so far.

Prizes & Rewards: Scholarships worth INR 10,00,000

Application: Online applications only

Last Date to Apply: June 03, 2023

Short Url: www.b4s.in/jagat/IET3

Scholarship: VAIBHAV Fellowship 2023

Description: VAIBHAV Fellowship 2023 is an opportunity offered by the Department of Science and Technology, New Delhi to Ph.D./M.D./M.S degree holders.

Eligibility: Open to NRIs, PIOs, and OCIs living abroad with a Ph.D./M.D./M.S. from a recognized university. Applicants must be researchers with a proven track record of research & development in the top 500 QS World University-ranked academic/research/industrial organizations. They must plan to conduct research in an Indian institute for 1 month (minimum) to 2 months (maximum) in a year, spread over 3 years.

Prizes & Rewards: A fellowship of USD 5,000 and other benefits

Application: Online applications only

Last Date to Apply: July 31, 2023

Short Url: www.b4s.in/jagat/VAIB6

Scholarship: Goonj Urban Fellowship 2023-24

Description: Goonj Urban Fellowship 2023-24 is an opportunity offered by Goonj (a non-profit organisation) to graduate students. It is a 12-month programme where fellows will be working in both urban and rural areas in any part of the country by engaging with the communities on ground.

Eligibility: Open for a candidate who is between the age group of 21 and 30 years as on 31st July 2023. The applicant must graduate by 31st July 2023. The students must be fluent in Hindi or English (reading, writing and speaking).

Prizes & Rewards: A monthly stipend of INR 20,000

Application: Online applications only

Last Date to Apply: May 25, 2023

Short Url: www.b4s.in/jagat/GUF3

Scholarship: Nutanix Heart Women in Technology Scholarships 2023

Description: Nutanix Heart Women in Technology Scholarships 2023 is an initiative of Nutanix, Inc. for undergraduate or graduate female students. This scholarship programme is designed to help future tech leaders to pursue and complete their educational goals. A total of eleven scholarships will be offered to students in India and other eligible countries who want to apply their passion for technology while advancing women in the field to make a positive impact on the industry and the planet.

Eligibility: Open for full-time undergraduate or graduate students who have taken admission in Computer Science/Computer Engineering/Electrical Engineering/Software Engineering during the academic year 2023-24. The applicants must be attending school in India or other eligible countries and have secured a minimum 3.0 GPA.

Prizes & Rewards: Up to \$2,000 towards tuition and fees

Application: Online applications only

Last Date to Apply: May 15, 2023

Short Url: www.b4s.in/jagat/NHWT4

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Gamification in Preschool Children

The game is a multifaceted phenomenon, which can be considered a unique form of existence in all aspects of community life without exception. As many shades appear with the game in the pedagogical management of the educational process. Play plays a big role in the development and upbringing of a child - the most important activity for children. This is an effective means of forming the personality of a preschool child, his moral and willful qualities, and the need to influence the world are realized in the game. The educational value of the game depends to a large extent on the teacher's professional skills, knowledge of the child's psychology taking into account his age and individual characteristics, correct methodical guidance of the relationship between children, clear organization of the game and the game. depending on the transfer. of all kinds of games.

Preschool childhood is a short but important period of personality formation. During these years, the child receives an initial knowledge about the life around him, in which the skills and habits of correct behavior are formed, and a certain attitude towards the character begins to form. The main activity of preschool children is play, during which the child's mental and physical strength develops; his attention, memory, imagination, discipline, and dexterity. In addition, the game is an important means of mental education for the child, which is characteristic of preschool age. Knowledge acquired in kindergarten and at home finds practical use and development in the game. Retelling various life events, and episodes from fairy tales and stories, the child reflects on what he saw, read, and was told; the

meaning of many events, their meaning becomes more understandable to him. The embodiment of life impressions in the game is a complex process. The creative game cannot be subjected to narrow didactic goals, with its help the most important educational tasks are solved. Children choose a play role based on their interests, dreams, and future profession. They are still childishly simple, and they change several times, but it is very important that the child dreams of participating in work useful for society. Gradually, in the game, the child develops

the search for means to implement the plan; before you can fly you have to build a plane; for the store, you need to get suitable goods, if they are not enough, make it yourself. Thus, the game develops the creative abilities of the future student. In the game, all aspects of the child's personality are formed, and significant changes occur in his psyche, preparing him to move to a new, higher stage of development. This explains the great educational potential of the game, which psychologists consider to be the leading activity of the preschool child.



Jovliyeva Zarina
Student
Uzbekistan



general ideas about the meaning of work and the role of various professions. Children's mental activity in the game is always related to the work of imagination; you need to find a role for yourself and imagine how the person you want to imitate will act and say. Imagination also manifests itself and develops in

The game is the leading activity of preschool children. In preschool educational organizations, children are educated through games. In the game, all aspects of the child's personality are formed in unity and interaction. Children will have the ability to organize only if it is possible to form a

friendly team, to instill feelings of friendship, to fascinate them with the work of adults, their good deeds, and games that reflect their relationships. In turn, you can successfully develop the creativity and activity of each child only with good organization of the children's team.

DU, AUD may start the admission process after May

■ EJ- New Delhi

The Ambedkar University of Delhi and other institutions might launch their admission process after May. Although the CUET for undergraduate students is less than a month away and apart from students who have registered themselves on the NTA portal and indicated their preferences for universities, aspirants are required to apply to respective university portals.

The University of Delhi is using a Common Seat Allocation System and will be followed through which undergraduate aspirants are required to indicate their college and program preferences on the university portal. The central online system is going to allocate seats based on the CUET scores.

According to the university official, the application process is not going to start anytime soon



and the university is going to wait at least till mid-May before launching the portal. In 2023, admissions to the post-graduate courses at DU are also going to be through CUET.

The CSAS format is going to be used for PG admissions too. The university is going to retain the merit-based system for those who did undergraduate degrees from DU, but all aspirants have to appear for the CUET.

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(Source CAAR)

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Indian students face restrictions from five Aus universities for fraud applications

EJ - Melbourne

At least five Australian universities have placed bans or restrictions on students from some Indian states, amidst a surge in fraudulent applications from South Asia seeking to work not study in this country, according to a media report. Australia is on track for its biggest-ever annual intake of Indian students, topping 2019's high watermark of 75,000.

But the current surge has prompted concerns from lawmakers and the education sector about the integrity of Australia's immigration system and the long-term impact on the nation's lucrative international education market.

"The volume of students arriving has come back a lot stronger than anyone was expecting," said Jon Chew from global education firm Navitas.

"We knew there would be a lot of pent-up demand, but there has also been a surge in non-genuine students," Chew was quoted as saying.

With many applications deemed by universities not to meet Australian visa requirements that they are a "genuine temporary entrant" coming solely for education, universities are putting restrictions in place to pre-empt their "risk rating" being downgraded, the report said.

An investigation by The Age and The Sydney Morning Herald newspapers has obtained emails from within Victoria University, Edith Cowan University, the University of Wollongong, Torrens University, and agents working for Southern Cross University that shows the



crackdown on applications from Indian students.

Those universities that have restricted access to some Indian states are concerned Home Affairs will reduce their ability to fast-track student visas because of the number of applicants who are seeking to work - not study - in Australia.

Perth's Edith Cowan University in February placed an outright ban on applicants from the Indian states of Punjab and Haryana, then in March, Victoria University increased restrictions on student applications from eight Indian states, including Uttar Pradesh, Rajasthan, and Gujarat.

These restrictions came just days after Prime Minister Anthony Albanese visited India, in part to celebrate Australia's education links and announce a new agreement with Australia's universities and colleges that would, he said, herald "the most comprehensive and ambitious arrangement agreed to by

India with any country".

Crucially, the agreement included a "mutual recognition of qualifications between Australia and India", which will make traveling to either country for university study easier.

The University of Wollongong in March also ratcheted up conditions on its "genuine temporary entrant" test on students from India, Nepal, Bangladesh, Pakistan, Lebanon, Mongolia, Nigeria, and "other countries deemed a risk (of students not being a genuine temporary entrant) by the Department of Home Affairs".

A spokeswoman for Adelaide's Torrens University said it too was "now looking carefully at each area where our applications come from" after the university told The Times Higher Education in March that it was considering only "very strong" applications from Gujarat, Haryana, and Punjab, the report added.

India signs research MoU with UK; New university partnerships to launch soon

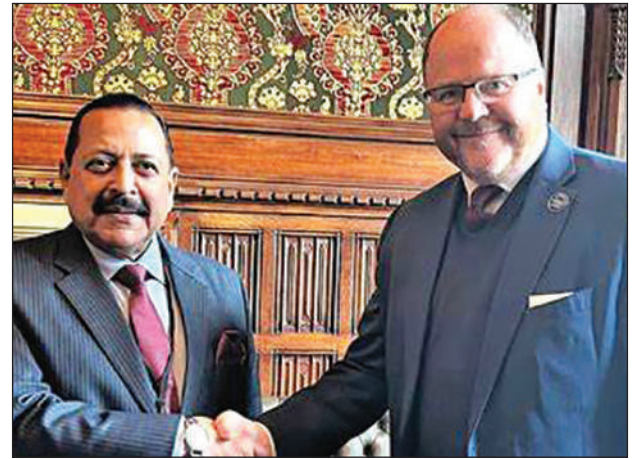
EJ - Agency

The agreement between the two nations was signed after the meeting between the Union Minister of State (Independent Charge) for Science and Technology Jitendra Singh and UK Science Minister George Freeman. The memorandum of understanding signed between the two nations on research will enable quicker, deeper collaboration on science between the two science powerhouses that will drive economic growth, create skilled jobs and improve lives in two nations and worldwide, UK Department for Science, Innovation and Technology said.

The agreement will remove red tape standing in the way of major collaborations while unleashing a raft of new joint research schemes aiming to deliver progress on some of the biggest issues facing the world, including climate change and pandemic preparedness through, Artificial Intelligence and machine learning.

The UK Department for Science, Innovation, and Technology in a press release said, "Programmes include the establishment of a new UK-India Net Zero Innovation Virtual Centre focusing on industrial decarbonization and launching the first-ever UK-India scientific deep sea voyage."

George Freeman said that the agreement between India and UK is part of a program of deepening UK collaboration with other "global superpowers" on innovation and research to help



tackle shared global challenges. He noted that the partnership between India and UK will grow the sectors, companies, and jobs of tomorrow for the benefit of both nations and the globe.

Freeman further said, "India is rapidly building on its phenomenal software and innovation sectors to become a global powerhouse in science and technology."

"With our extensive trading and cultural links, shared democratic values, and interest in urgent global issues from green technology and agri-tech preparedness, we have very strong platforms for deepening research collaboration," he added.

Besides this agreement, UK Department for Science, Innovation, and Technology said that India will also be named as a partner for the UK's International Science Partnerships Fund, carrying forward the UK-India sci-

ence partnership built through the Newton-Bhabha fund.

The renewed partnership will kick off with two new joint UK-India research programs for research into Farmed Animal Diseases and Health and towards a technology and skills partnership program that will enable UK and Indian researchers to develop skills, technologies, and knowledge in areas such as artificial intelligence, machine learning, and bio-imaging.

Sharing details regarding his meeting with George Freeman, Jitendra Singh tweeted, "It was a warm exchange of thoughts during a one-on-one meeting with my counterpart, British Minister for Science, Innovation & Technology, Mr. George Freeman in the iconic British Parliament House #London, before the start of formal Indo-UK Science & Innovation Council Meeting." On April 26, Jitendra Singh arrived at Heathrow Airport in London.

King's University College's David C Malloy plans to increase the number of international students, especially from India

EJ - Agency

With the National Education Policy 2020 (NEP) opening doors for international universities to set up shops in India, it does not come as a surprise that international universities are eyeing India more than ever now. Additionally, more scholarships have been initiated to also get students to study abroad. In a conversation with FE Education, David C Malloy, president, of King's University College, talks about its plans to increase the number of international students.

We currently have about 35-36 Indian students. Overall, our international student body is about 22%, which equates to about 800 students. In terms of growth, we're looking to add 10-15 students per year. We have been connected to India for years, but I don't think that we've been here as often as we should have been. I'm new to this position and I want to make an effort to visit India. The idea is to ensure that Indian students and parents understand who we are, and the kind of opportunities we bring. I think we're going to see growth in that.

In terms of revenue, we earn from tuition fees, and international students account for 50%. What we need is to main-



tain a student body.

While about five to 10% of our courses are primarily available online, we're an offline university, and that's our strength. We take pride in the quality of our teaching and small classrooms. So, we will continue to be a face-to-face university. We are aware that tuition is expensive, and we've just started a new awards program targeted toward Indian students, where if a student wants to enroll in the Bachelor of Management and Organisational Studies Program, or Organisational Studies Program, we're offering them an award of \$26,000 over four years. This is in addition to the other awards that are available to them based on their academic performance. If a student wants to enroll in a discipline outside the management and organizational studies program, for example, economics, then

we offer them an award worth \$32,000. Adding to this, others are performance-based scholarships. So, that's double what we've done in the past.

A lot of our Indian students have opted for management organizational studies. Besides, many students are interested in finance and accounting.

Our psychology department has also managed to gain a level of interest and I'm looking forward to it. Additionally, economics is considered popular. We do have one program available right now in Decision Analytics, which I think is an interesting program that has just started. Currently, it's a minor program, and we are planning towards adding it as a major. For example, a student could take a major in Economics rather than a minor in Decision Analytics. Nonetheless, the Decision Analytics course is interesting because it involves taking courses not only in Statistics but also in critical thinking, Philosophy, and other aspects of the decision-making process. It's a multidisciplinary course.

I think we've gone to three different cities and so far, we have had 20 conversations or meetings with different universities. This topic has been discussed a couple of times.

Dubai's International higher education institutions register annual enrolment growth of 8%: Study

EJ - Agency

International higher education institutions in Dubai reported an 8% annual growth in the number of students enrolled, according to new data revealed by Dubai's Knowledge and Human Development Authority (KHDA).

A new infographic released by the KHDA showed that the total number of students currently enrolled in university programs exceeds 30,000. Additionally, the number of international students choosing Dubai to complete their higher education increased by 12%, now comprising nearly a third of all students.

Dr. Abdulla Al Karam, Director General of KHDA, said, "Dubai continues to strengthen its emergence as a leading destination for international higher education. The rise in the number of international campuses opening in Dubai and the diversity of programs available is attracting more international students to study in the city. This progress speaks to the quality of education offered by universities and their commitment to building a truly world-class higher education sector. We look forward to working with university leaders to further advance Dubai's position as a regional and international higher education hub."

The landscape infographic issued by the KHDA features

comprehensive data on Dubai's higher education sector, including details on international higher education providers, students, programs, faculty, and fields of research.

For the first time, available data on graduates showed that more than 80% of students who graduated from a higher education institution in Dubai in the last two academic years were in employment or undertaking further study.

The number of programs offered by international universities increased by 21% in the

last three academic years, with degrees in business, engineering, and information technology proving the most popular among international students and Emiratis. Business, media studies, and information technology are featured among students of determination.

Data from the current academic year also showed that 60% of students are enrolled in a Bachelor's degree, with 30% studying for a Master's, and 2% for a doctorate. Nearly 80% of all students are enrolled on a full-



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