



Hind Bari
Educationist - Algeria

I am **Hind BARI**, from Algeria. I am a middle school supervisor and coaching leader. I graduated from Teacher Training High School in 1997, in Algiers. I had been a teacher of English for 20 years. I experienced teaching with both young learners at primary school and teenagers at middle school. I graduated with BA in 2011 and attended 25 hours TKT training sessions. I passed the TKT test the same year. I got 120 hours Accredited TESOL / TEFL Certificate and I worked as a teacher trainer for two years. I graduated as a supervisor and coaching leader in 2019. I believe that continuing professional development is a crucial part of academic excellence. Therefore, I have been participating in online webinars and attending online training sessions since March 2020. I am interested in online courses and I have just got my first certificate in Emotional Intelligence (EQ). My current areas of interest are educating children for character and implementing 21st Century skills in Algerian schools.

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Jane Godwin Coury
Educationist - Brazil

Jane Godwin Coury is from the UK and has been working in English Language Teaching since 1987. She holds an MA in Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) from the University of Leicester, UK. She has been living and working in

>> Contd. p.2..

Introduction of NEP- A Giant Stride for India Education System: Dharmendra Pradhan

■ EJ News - New Delhi

India's education system has taken a giant leap with the introduction of the new National Education Policy (NEP), newly-appointed Education Minister Dharmendra Pradhan said. Mr. Pradhan was given the education portfolio in a reshuffle-cum-expansion of the Union Council of Ministers. Rajkumar Ranjan Singh, Subhas Sekhar, and Annapurna Devi were appointed Ministers of State for Education.

In his first meeting as Education Minister, Mr. Pradhan said: "India has got a new education policy after a period of 34 years. With the introduction of the National Education Policy-2020, the Indian education system has taken a giant leap in fostering an environment for a future-ready 21st century India."

"We are committed to making students and youth the primary stakeholders in propelling India towards an equitable knowledge society. The policy has not only

been welcomed in India but also foreign countries," he said.

The meeting presided over by Prime Minister Narendra Modi was attended by heads of centrally-funded technical institutions, including IITs and IISc.

Mr. Pradhan emphasized that the NEP will be instrumental in meeting the expectations of the Prime Minister from innovators, researchers, and scientists.

"The government will continue to set new benchmarks in integrating education with employment and making it more inclusive, holistic, multi-disciplinary, and at par with global standards," he said.

During the interaction, Govindan Rangarajan of IISc Bangalore, Subhasis Chaudhuri of IIT Bombay, Bhaskar Ramamurthi of IIT Madras, and Abhay Karandikar of IIT Kanpur, gave presentations to the Prime Minister and highlighted various ongoing projects, academic work, and new research being done in the country.

PM Modi was apprised about



Covid-related research being done that encompasses developing new techniques for testing, Covid vaccine development efforts, indigenous oxygen concentrators, oxygen generators, cancer cell therapy, modular hospitals, hotspot prediction, ventilators production, efforts in the fields of robotics, drones, online education, battery technology.

The Prime Minister was also informed about new academic courses, especially the online courses that are being developed, as per the changing nature of the economy and technology.

NEET UG to be held in 13 Languages

■ EJ News - New Delhi

In a first, medical entrance exam NEET-UG will be conducted in 13 languages with Punjabi and Malayalam being the new additions, Union Education Minister Dharmendra Pradhan announced.

He also said that a new exam centre for the National Eligibility-cum-Entrance Test (NEET) has been opened in Kuwait to facilitate the Indian student community in the Middle East.

For the first time in the history of the NEET(UG) exam and to facilitate the Indian student community in the middle east, an examination centre has been opened in Kuwait," he tweeted. "The NEET(UG) 2021 will be for the first time conducted in 13 languages with the new addition of Punjabi and Malayalam," Pradhan said.

The languages which are now being offered are Hindi, Punjabi, Assamese, Bengali, Odia, Gujarati, Marathi, Telugu, Malayalam, Kannada, Tamil, Urdu and English, he said.

The Minister had announced that the NEET which was earlier scheduled on August 1 will now be conducted on September 12.

The number of cities where an examination is conducted will



be increased from 155 to 198. The number of examination centres will also be increased from 3,862 used in 2020.

Last year, it was conducted on September 13 amid strict precautions because of the COVID-19 pandemic. A total of 13.66 lakh candidates had appeared in the exam of whom 7,71,500 qualified.

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Mobile Network Failure in Rajasthan forced the teachers to go on Camels' back to teach students

■ EJ News - Barmer

During the second wave of COVID-19, teachers in Rajasthan's Barmer are drawing extra efforts by taking the "Schools" to the doorsteps of students to ensure their education does not suffer during the pandemic. By going the extra mile to help students amid the pandemic, the teachers are traveling by camel to the homes of students in desert areas or who have limited access to mobile networks.

As per the schedule, these teachers will ride thrice a day to reach their schools in the

government decided that teachers will go to their homes once a week for class 1-8, and twice a week for class 9-12."

Meanwhile, the efforts of the teachers are being appreciated by the school administration as well.

Principal of Government Higher Senior School, Bhimthal, Room Singh Jakhar said, "A few teachers are really working hard to ensure students get regular notes on time. A few of them are Muknaram Dhaka, Biharilal Dhaka and Birmaram Bana. We have selected 100



Barmer district.

Speaking to ANI, Saurav Swami, Director of Rajasthan Education Department said, "Out of 75 lakh students, many do not have mobile phones. So the state

students to be reached."

"I salute and thank this team of teachers. This should be continued further," said Roop Singh Jhakad, Principal, Government Higher Senior School, Bhimthal.

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Creating Safe Learning Environment during and after Pandemic

This is what Malak, an eighteen-year student, said when I wanted to know to what extent our children and youth were impacted by COVID 19. They have been experiencing stress, anxiety, fear, isolation, and uncertainty about their future since March 2020. At that time, all institutions were closed and all people were obliged to stay at home. Consequently, poverty increased in our society due to the loss of income and livelihood which produced toxic stress at home during the lockdown. Children and teenagers were the ones most affected by their aggrieved parents who unintentionally created an unsafe emotional state for them. Even though they joined school again last November, learning opportunities are still of low quality and stress still exists as part of their everyday life routines. This is why they are in an urgent need to be supported by their parents and educators during and after the pandemic. In today's article, we will shed light on some effective strategies that can be opted by educators to create a safe learning environment for our students in and outside the classroom to help them cope with the critical challenges of the Pandemic.

Firstly, we have to ensure social distancing and learning continuity though it seems difficult in some contexts because of the lack of facilities such as stable internet and availability of digital tools at schools and home. However, teachers can create virtual spaces to interact with their students and support them using very simple online technologies. In Algeria, for example, many teachers have been using the least tools and applications available such as Facebook, Messenger, WhatsApp, and Instagram to monitor their student's self-learning process and check their progress. This has been a critical challenge for them and they have been doing their best to cope. On the other hand, it was an opportunity for them to recognize the importance of learners' autonomy and self-directed learning in the Pandemic era. Fostering our learners' autonomy to take responsibility for their own learning has become a

« It all started when I met a post on Instagram about coronavirus, I didn't recognize that it would be such a serious disease till I read once that all Algerian people were forced to stay at home. I didn't know that only one month of lockdown could bring that stress, fear, and anxiety to my life and affect my mental health. I was afraid to lose my parents, grandmother or uncles ... I was uncertain about my future and my studies though it seemed like holidays at first ... my father lost his income because he was obliged to close his shop ... He was suffering and I really felt sorry for him !... I feared poverty... »

necessity to get them ready for any coming unexpected challenges. Today's learners need teachers as guidance counselors who help them to develop self-regulated learning skills and not teachers as the only



source of knowledge. **According to Jerome Bruner, a human cognitive psychologist, « Learners' use of their own subjective processes for problem-solving and communication and social interaction is the foundation for learning »**, that is to say, they need facilitators who train them on how to manage information, integrate knowledge, manage time, plan and set goals, solve problems, self-evaluate, obtain feedback, reflect, think critically and make responsible decisions on how to improve their learning. Thus, we will ensure our learners' cognitive safety and we will create self-directed online learners in the future.

Secondly, we have to create a safe emotional learning environment to help students

reduce their stress, fear, and anxiety. In some curricula developed by RCCP (Resolving Conflict Creativity Program), social-emotional topics are explicitly introduced in lesson plans and practiced through coping strategies and classroom

activities. However, in other curricula, they are integrated implicitly whenever valuable opportunities are recognized by teachers. When they meet students who feel upset, stressed, angry, or depressed, they call them for a private discussion using positive statements and effective communication skills to help them reduce their stress, build their self-confidence and nurture their growth mindset. A few minutes of relaxation, deep breathing, playing music, or meditation bring great calmness immediately and reduce anxiety in the classroom or at home.

In addition to that, we have to model self-control to resolve student-student and student-teacher conflicts systematically or to adjust negative behaviors instead of yelling all the time. I remember I met a six-year-old girl at one of the primary schools crying because she did

not want to join class anymore. **« My teacher keeps yelling all the time and I feel pain in my belly »**, she said. This little girl could reveal how a very simple act can either ensure students' emotional safety or destruct it. McCraty, a Ph.D. psychophysicologist, and professor at Florida Atlantic University said: **« Stressed teachers affect their environment, both personal and professional. They are often exhausted from lack of sleep and overwork, which has an impact on their preparation, their class demeanor, and their relationships with others in school »**. So, it is obvious that we, as educators, have to master our stress management skills so that we can help students manage their own feelings.

Thirdly, we have to strengthen students' relationship skills and instill the values of connectedness to humanity, love, honesty, peace, caring for others, tolerance, solidarity and shared responsibilities. Building healthy relationships with others starts in the classroom where students are encouraged to work in groups and support each other to produce high quality of work using their imagination and creativity skills. Through group work activities, students develop their communication skills as they discuss each others' ideas and opinions respectfully. Students can foster their collaboration skills outside school, too. They can be requested to realize team learning project work using social networks to interact with each other respectfully.

Accessing social networks to make friends from different countries has become a part of



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our students' everyday life. So they have to learn how to interact with foreigners effectively demonstrating respect to their cultures, traditions, religions, and beliefs. We can expose students to a diversity of ideas, thoughts, and beliefs and ask them to discuss them respectfully giving their opinions and arguments. To enable students to maintain that good relationship, we have to teach them the netiquettes; the art of using the internet effectively demonstrating a set of ethical values mainly respect for diversity and accepting differences.

Building healthy relationships with others requires strong empathy skills which is the ability to understand one's emotions and to interpret non-verbal language observed on others', that is to say, our students need to understand others' behaviors, actions, and emotions so that they respond appropriately. To illustrate how can we foster one's empathy skills, let me tell you about my experience with my daughter, Maria, who is six years old. Maria and some of her friends refused to play with Ania who suffers from cancer. **« Ania is sick and she is bold, this is why we do not play with her »**, she said. I recognized that my daughter and her friends' behavior needed to be adjusted. I asked my daughter to close her eyes and imagine she is Ania and she is alone because no one wants to play with her. Then, I asked her to tell me how she

would feel. She said: **« I feel like the pain in my heart, I feel sad and like I want to play with my friends »**. I asked her whether she would accept that the little Ania feels so. She immediately said: **« No ! »**. I added the last question: **« Will you play with her next time ? »**. She said: **« Yes! Ania will be my friend »**. In the classroom, we can invite students to put their feet in others' shoes and express their feelings just like Maria did, then we ask them to decide how they would behave to maintain a good relationship or avoid conflicts.

Finally, we have to involve students in volunteering work to support others in their community during this pandemic. Thus, we enable them to recognize their critical role in promoting societies and in nurturing their spirituality. Volunteering is considered the ultimate charitable responsibility towards others because we do not expect them to reward us in return. It is linked to better health. The Corporation for National and Community Service reviewed existing research in its publication, the health benefits of volunteering. **« Volunteers have greater longevity, higher functional ability, lower rates of depression and less incidence of heart disease »**, the organization concluded (Managing Responsibilities p.80). When students feel they are making a difference in others' lives, they will feel a greater sense of self-worth. Moreover, they will develop their consciousness of their place and role in society and contribute to building a healthy functioning society.

With the COVID 19 pandemic and its impacts, our classrooms have to be spaces for dialogue where students feel loved and cared about to reach their academic success. Most important, supporting children and youth during the pandemic requires collaboration between people with diverse areas of expertise such as decision-makers, leaders, educators, and caregivers to build our students' resiliency during and after the pandemic.

Creating Cultural Insights through online Volunteering in India

In 2018, I saw an announcement on Facebook from Hari Krishna Patcharu who is an English teacher at a school called Z.P.H.S. Ilavaram in Bhattiprolu Mandal, Andhra Pradesh, India. In the post, Hari Krishna was asking for



Hari Krishna Patcharu
Andhra Pradesh

volunteers to connect with his pupils online. I got in touch with him and ever since then we have been regularly exchanging messages and connecting via Skype, Zoom, and Whatsapp. I have certainly learned so much from the children and teenagers at this rural school, as well as from Hari Krishna's Facebook page because he has a huge network of educators from around the world who regularly share their knowledge with his pupils. More than 120 volunteer teachers from schools in countries

including Mongolia, Brazil, the USA, and the Netherlands have given their input on a wide range of subjects from culture to science and geography to fashion. Penpal letters, drawings, and presents have been exchanged by post, and children from all around the world have had the opportunity to open up a panoramic window on previously unknown cultures practicing their English.

Learning about Indian culture

I always remember the first time I connected with a group of thirty 13-year-olds from the school. Not knowing much about their culture and setting, I decided to talk about something universal – food! I picked out some realia from our local market in the city where I live in Brazil such as mangoes, papayas, coconuts, and avocados. We discussed meals and cooking, and it gave me a chance to get to know Hari Krishna and his pupils. I was able to see how the classroom was decorated (various flags, a picture of Gandhi, and a painting of the Taj Mahal), what the teenage girls were wearing (saris), and find out what level of English they had. At the end of the session, a

group of girls sang the National Anthem, which was very touching.

Exchanging knowledge

In other sessions, we talked about grammatical structures, such as verb tenses, reported speech, and relative clauses, and the students asked me their doubts. The pupils also practiced the structures by introducing themselves and telling me about their lives. We discussed flash fiction, which includes short stories, literature, and poems. I showed them some sources where they could improve their reading skills and they told me about famous Indian characters in literature. I showed them how to make a chickpea salad and Sravya Sri, one of the girls, taught me how to make Semiya payasam.

Learning throughout the pandemic

From the outset of the pandemic until now, learning has not stopped. Hari Krishna made sure that his students had access to smartphones to continue their journey at home traveling around the world stopping off at a myriad of virtual places talking to people from all walks of life. Educators from all corners of the globe sent videos to the pupils encouraging them to keep on going through challenging times. These were posted on Facebook and I must say they motivated me to carry on with my daily activities. It has felt like being part of



Jane Godwin Coury
Educationist - Brazil

Brazil for 27 years and has also taught in France, Germany, the UK, and the USA. Jane has vast experience of teaching English and has been involved in Cambridge English qualifications since 1995. She is also a teacher educator, English language editor, and translator. Specifically, she edits and translates academic articles written by Brazilian researchers. Jane currently works at Cult Estácio in Brazil teaching online courses to translators and English language teachers. She is the author of various publications including "Exercícios para Falar Melhor em Inglês (Speaking Activities)" (Disal) and "Four Short Stories to use in the ELT Classroom".

a global family at times.

Empowering young people

In an interview I conducted with inspiring teacher Hari Krishna given by two Americans, Thomas Whisnand and Josh Monroe, Hari said that he would like to see teachers going beyond the textbook showing children the world. **«We are all global citizens»** he adds emphatically. Many of the pupils have personal ambitions about growing professionally, for example becoming a doctor, and these international experiences are instilling confidence in these young people to speak in public

and if they learn to survive in this world with these communicative skills, they can get a good job in the future so that they can feed their families.

Motivating others to exchange experiences

I believe that this rich experience has changed my outlook on life. I have had the opportunity to open a door to a world that I was unaware of as I have never traveled to India before. I have also learned so much from educators around the world through the recorded videos posted on Hari Krishna's Facebook page.



in English with people not only of their own age but also adults who have different accents and talking speeds. In the same interview, Hari Krishna says if we help students with their English, they can survive in this world,

I truly believe that people inspire people and what started as something small has grown into a global community of adults and young people exchanging their knowledge and experience back and forth across the world.

2021-22 Academic Session in two Terms: CBSE

■ EJ News - New Delhi

Bifurcating the academic session, holding two term-end exams, and rationalizing the syllabus were part of the special assessment scheme for class 10 and 12 board examinations next year announced by the Central Board of Secondary Education (CBSE) given the COVID-19 pandemic. The term one exams will be conducted by the Board in November-December, 2021 while the second term exams will be conducted in March-April, 2022, as per an official order by Joseph Emmanuel, Director (Academic) of the CBSE. The syllabus for the board examination will be rationalized, similar to that of the last academic session, and will be notified in July 2021, it said and also announced plans to make the internal assessment and project work more “credible” and “valid”.

At the end of the first term, the board will organize exams in a flexible schedule between November-December 2021 with a window period of 4-8 weeks for schools situated in different parts of the country and abroad.

“The exams will have Multiple Choice Questions (MCQ) including case-based MCQs and MCQs on the assertion-reasoning type. The duration of the test will be 90 minutes and it will cover only the rationalized syllabus of the first term. The question papers will be



sent by the CBSE to schools along with the marking scheme. “The exams will be conducted under the supervision of the external center superintendents and observers appointed by CBSE. The responses of students will be captured on OMR sheets which, after scanning may be directly uploaded at the CBSE portal or may be evaluated and marks obtained will be uploaded by the school on the very same day,” he added. At the end of the second term, the board would organize Term II or yearend examinations based on the rationalized syllabus.

“This examination would be held around March-April 2022 at the examination centers fixed by the board. The paper will be of two hours duration and have

questions of different formats (case-based/ situation based, open-ended- short answer/ long answer type). In case the situation is not conducive for normal descriptive examination a 90-minute MCQ-based exam will be conducted at the end of the second term also,” Emmanuel said.

The CBSE has decided that in case the situation of the pandemic improves and students can come to schools or centres for taking the exams, the board would conduct Term I and II examinations at schools or centres, and the theory marks will be distributed equally between the two exams.

“In case the situation of the pandemic forces complete closure of schools during Novem-

ber-December 2021, but second term exams are held at schools or centers, the Term I MCQ based examination would be done by students online or offline from home but their weightage will be reduced in the final score,” he said.

Similarly, if the November-December exams are conducted in schools or centers and the situation is not conducive in March-April, the result will be declared on basis of first term exams. “In case the situation of the pandemic forces complete closure of schools and Board conducted Term I and II exams are taken by the candidates from home in the session 2021-22, results would be computed based on their marks clubbed with internal assessment subject to the moderation or other measures to ensure validity and reliability of the assessment,” Emmanuel explained.

The syllabus for the academic session 2021-22 will be divided into two terms by following a systematic approach by looking into the interconnectivity of concepts and topics by the Subject Experts.

“The Board will conduct examinations at the end of each term based on the bifurcated syllabus. This has been done to increase the probability of having a board conducted classes 10 and 12 examinations at the end of the academic session,” he said.

AICTE Revised Academic Calendar 2021-22

■ EJ - New Delhi

The All India Council of Technical Education (AICTE) has released the revised academic calendar for the 2021-22 session. As per the revised calendar, the last date to commence classes for first-year engineering students is October 25. The classes for existing engineering students should begin by October 1. The council released the calendar on its official website.

The council said that the process of the grant of approval for the technical institutions, standalone PGDM and PGCM colleges, would be completed by July 15. The commencement of classes for existing and new students in standalone PGDM/PGCM insti-



tutions will be done by August 2. The last date for the completion of the first round of counseling and admission for allotment of seats in technical courses is September 30.

The last date for admission to courses in PGDM/PGCM institutions has been extended till August 11. Earlier, the deadline was July 10. The last date for admission to the open and distance learning/online learning model for the first and second session is September 10, 2021, and February 1, 2022, respectively.

The last date for commencement of classes for existing students in PGDM/PGCM institutions is August 2, 2021. Institutions wanting to offer ODL/online courses need to get a grant of approval by July 15.

HC orders CBSE to decide to refund X & XII Exam Fee withing 8 weeks

■ EJ News - Anannya

The Delhi High Court directed CBSE to decide within eight weeks if it would refund the examination fees taken for class 10 and class 12 board examinations as they have been canceled due to the COVID-19 pandemic.

Justice Prateek Jalan ordered CBSE to consider as a representation a petition by Deepa Joseph, mother of a Class 10 student studying in a CBSE affiliated school here, who had paid Rs 2,100 as examination fee.

CBSE’s decision would be open to challenge if Joseph is not satisfied, the court clarified as it disposed of the petition.

There has to be reasonableness on both sides, the judge added.

Justice Jalan also recorded that the parties had no objection to him hearing the petition even though he would be the beneficiary of the petition on account of his son being in Class 12.

Advocate Robin Raju, for Joseph, contended that since the board examination has been cancelled, at least some part of the examination fees ought to be refunded to the students.

Claiming that the expenditure incurred by CBSE to conduct board examination, as well as its role in the process, had been reduced, Raju said that “schools were uploading the marks”.

The court, however, disagreed with Raju and remarked: “If CBSE is not doing anything, you take the marks-sheet from schools and go”. Advocate Rupesh Kumar submitted that CBSE was a self-financing body and its expenditure was principally funded by the examination fees collected from students appearing in class 10 and class 12 board examination.

DSEU launches 11 UG Courses

■ EJ - New Delhi

The Delhi Skill and Entrepreneurship University (DSEU) launched 11 flagship skill-based undergraduate courses and admissions for 6,000 seats in their inaugural academic year (2021-22) will begin.

Niharika Vohra, vice-chancellor, DSEU announced during an online press conference that the university shall be accepting applications for 15 diploma courses, 18 undergraduate courses (11 flagship courses, BCA, and 6 B.Tech. courses), and two post-graduate courses, to be offered across 13 campuses in Delhi.

“The university is formed to change the entire paradigm of skilling, the whole idea is how do we make skilling aspirational and how do we become a partner in upskilling, reskilling of our nation and helping the industry in that entire process,” she said.

Describing the newly launched flagship courses such as e-commerce operations, data analytics, digital design and media, facilities and hygiene management, medical laboratory technology, the vice-chancellor said, “The university aspires to support entrepreneurs and entrepreneurship directly. Our courses are industry embedded, there are partnerships and linkages in diploma and undergraduate



degree program where we will prepare each student to face the world and in gaining employable skills for the industry.” Adhering to Covid protocol, the admissions shall be completely online through the centralized admission portal of the university (www.dseuonline.in).

To ease the process, the university shall support the candidates throughout the application process via helpline numbers (a toll-free number (18003093209) for admission-related queries and a separate helpline number (01141169950) for technical assistance in filling the form), admission counseling rooms in all institutes, social media platforms, virtual walk-in help desk, etc.

Students enrolling for the undergraduate programs (except B.Tech.) are required to take an interest profiling test — Personality, Entrepreneurial Mindset,

and General Ability Test — to help them choose the course they are most suited for, the VC said.

“We want the student to go and make a career in the industry. For this, we would

like the student to ascertain their interest and then take admission so that later they do not feel stuck in a vocation,” she said.

“The curriculum for all courses including the established diploma courses are being revamped by experts from academia and industry to ensure that the courses comply with market requirements, with a special emphasis on employability and life skills via experiential learning. The university shall also provide multiple entries and exit options as per NEP, 2019 in all the courses,” she added.

The university will support all deserving students through scholarships, freeships, and financial assistance for getting loans and support from Delhi government schemes for higher education, Vohra said. The university was established last year by the Delhi government to provide quality education in applied sciences and skill education.

NTA- JEE Main 2021 April Session date revised

■ EJ - New Delhi

The National Testing Agency (NTA) has revised dates for the third session of the Joint Entrance Examination (JEE) Main 2021. The exam was previously scheduled to be conducted from July 20 till July 25. According to the new dates, the examination will be conducted on July 20, July 22, July 25, and July 27, 2021. The admit cards for the examination have been released by the NTA.

Candidates may download their

admit cards from jeemain.nta.nic.in by using their application number and their date of birth. The admit cards are not going to be sent to candidates by post. Candidates are also required to download the undertaking from the website and read the instructions mentioned carefully.

According to the official notification, a total of 709519 candidates have registered for the third session of the JEE Main

2021. The exam is going to be conducted at 334 exam centers across the country and abroad. The third session will only be conducted for one paper- B.E./B.Tech. Candidates who wish to appear for paper 2a- B.Arch and paper 2b- B. Planning may do so in the fourth session.

The fourth session of the JEE Main 2021 is scheduled to be conducted from July 27 till August 1.


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Scholarship Alert

Scholarship: The Bhumi Fellowship 2021-22

Description: Bhumi is inviting applications from young graduates between 20 and 30 years of age and offering a two-year, non-residential fellowship to them towards improving the quality of education in India. The fellowship aims to create a cadre of changemakers who transform schools in the short-term and lead the next movement in education in the long-term.

Eligibility: The fellowship is open for final year students/graduates between 20 and 30 years of age. They must have past volunteering or work experience in any field. They should be passionate about transforming the education system with a willingness to commit to a two-year full-time fellowship.

Prizes & Rewards:

INR 18,000 per month and other benefits.

Application: Via email only

Last Date to Apply: September 30, 2021

Short Url: www.b4s.in/jagat/THB1

Scholarship: IIT Jodhpur Senior Research Fellowship 2021

Description: Indian Institute of Technology Jodhpur invites applications for IIT Jodhpur Senior Research Fellowship 2021 from postgraduate degree holders. The fellowship is meant for the project titled, “Ga2O3-based Nanomaterials with Controlled Defect and Impurity Composition for Advanced Electronic Devices”.

Eligibility: The fellowship is open for candidates below 35 years of age who hold an M.Sc. degree in Physics/ Chemistry/ Nanotechnology/Materials Science with CSIR/UGC NET or GATE with 2 years of Research Experience, or an M.Tech. degree in Microelectronics/Electronics/Nanotechnology/Physics/Materials with GATE or NET with 2 years of Research Experience. The desired qualifications of the candidates must also include knowledge in thin film deposition, optoelectronic devices, device fabrication, material characterization, etc.

Prizes & Rewards: INR 35,000 per month plus HRA

Application: Online applications only

Last Date to Apply: June 25, 2021

Short Url: www.b4s.in/jagat/RSR4

Scholarship: COVID Crisis (Jyoti Prakash) Support Scholarship Program 2021

Description: COVID Crisis (Jyoti Prakash) Support Scholarship program aims to support children who are left vulnerable and with very little or no financial support for their further education owing to a COVID-led crisis in their family.

Eligibility: The scholarship is open for Indian students from Class 1 to Graduation. Those who have been through any of the following crisis situation - loss of parent(s)/earning family member since January 2020 or loss of job/employment of an earning family member, can apply.

Prizes & Rewards: Up to INR 30,000 per year and mentorship benefits

Application: Online applications only

Last Date to Apply: July 31, 2021

Short Url: www.b4s.in/jagat/CCSP1

Courtesy: www.buddy4study.com

COMPETITION CORNER

(JEE MAIN) Physics - 2018

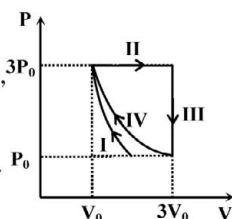
Q. No.1:- A solid horizontal surface is covered with a thin layer of oil. A rectangular block of mass $m = 0.4$ kg is at rest on this surface. An impulse of 1.0 Ns is applied to the block at time $t = 0$ so that it starts moving along the x -axis with a velocity $v(t) = v_0 e^{-t/\tau}$, where v_0 is a constant and $\tau = 4$ s. The displacement of the block, in meters, at $t = \tau$ is _____.
Take $e^{-1} = 0.37$.

Q. No.2:- A ball is projected from the ground at an angle of 45° with the horizontal surface. It reaches a maximum height of 120 m and returns to the ground. Upon hitting the ground for the first time, it loses half of its kinetic energy. Immediately after the bounce, the velocity of the ball makes an angle of 30° with the horizontal surface. The maximum height it reaches after the bounce, in metres, is _____.

Q. No.3:- A particle, of mass 10^{-3} kg and charge 1.0 C, is initially at rest. At time $t = 0$, the particle comes under the influence of an electric field $\vec{E}(t) = E_0 \sin \omega t \hat{i}$, where $E_0 = 1.0 \text{ NC}^{-1}$ and $\omega = 10^3 \text{ rad s}^{-1}$. Consider the effect of only the electrical force on the particle. Then the maximum speed, in m s^{-1} , attained by the particle at subsequent times is _____.

Q. No.4:- A moving coil galvanometer has 50 turns and each turn has an area $2 \times 10^{-4} \text{ m}^2$. The magnetic field produced by the magnet inside the galvanometer is 0.02 T. The torsional constant of the suspension wire is $10^{-4} \text{ N m rad}^{-1}$. When a current flows through the galvanometer, a full scale deflection occurs if the coil rotates by 0.2 rad. The resistance of the coil of the galvanometer is 50Ω . his galvanometer is to be converted into an ammeter capable of measuring current in the range $0 - 1.0$ A. For this purpose, a shunt resistance is to be added in parallel to the galvanometer. The value of this shunt resistance, T in ohms, is _____.

Q. No.5:- One mole of a monatomic ideal gas undergoes four thermodynamic processes as shown schematically in the P - V diagram below. Among these four processes, one is isobaric, one is isochoric, one is isothermal and one is adiabatic. Match the processes mentioned in List-I with the corresponding statements in List-II.



- | LIST-I | LIST-II |
|-------------------|--|
| P. In process I | 1. Work done by the gas is zero |
| Q. In process II | 2. Temperature of the gas remains unchanged |
| R. In process III | 3. No heat is exchanged between the gas and its surroundings |
| S. In process IV | 4. Work done by the gas is $6P_0V_0$ |
- (A) P → 4; Q → 3; R → 1; S → 2 (B) P → 1; Q → 3; R → 2; S → 4
(C) P → 3; Q → 4; R → 1; S → 2 (D) P → 3; Q → 4; R → 2; S → 1

Q. No. 6:- A steel wire of diameter 0.5 mm and Young's modulus $2 \times 10^{11} \text{ Nm}^{-2}$ carries a load of mass M . The length of the wire with the load is 1.0 m. A vernier scale with 10 divisions is attached to the end of this wire. Next to the steel wire is a reference wire to which a main scale, of least count 1.0 mm, is attached. The 10 divisions of the vernier scale correspond to 9 divisions of the main scale. Initially, the zero of vernier scale coincides with the zero of main scale. If the load on the steel wire is increased by 1.2 kg, the vernier scale division which coincides with a main scale division is _____.
Take $g = 10 \text{ ms}^{-2}$ and $\pi = 3.2$.

Q. No. 7:- One mole of a monatomic ideal gas undergoes an adiabatic expansion in which its volume becomes eight times its initial value. If the initial temperature of the gas is 100 K and the universal gas constant $R = 8.0 \text{ J mol}^{-1} \text{ K}^{-1}$, the decrease in its internal energy, in Joule, is _____.

Q. No. 8:- In a photoelectric experiment a parallel beam of monochromatic light with power of 200 W is incident on a perfectly absorbing cathode of work function 6.25 eV. The frequency of light is just above the threshold frequency so that the photoelectrons are emitted with negligible kinetic energy. Assume that the photoelectron emission efficiency is 100% . A potential difference of 500 V is applied between the cathode and the anode. All the emitted electrons are incident normally on the anode and are absorbed. The anode experiences a force $F = n \times 10^{-4}$ N due to the impact of the electrons. The value of n is _____.
Mass of the electron $m_e = 9 \times 10^{-31}$ kg and $1.0 \text{ eV} = 1.6 \times 10^{-19}$ J.

Q. No. 9:- Consider a hydrogen-like ionized atom with atomic number Z with a single electron. In the emission spectrum of this atom, the photon emitted in the $n = 2$ to $n = 1$ transition has energy 74.8 eV higher than the photon emitted in the $n = 3$ to $n = 2$ transition. The ionization energy of the hydrogen atom is 13.6 eV. The value of Z is _____.

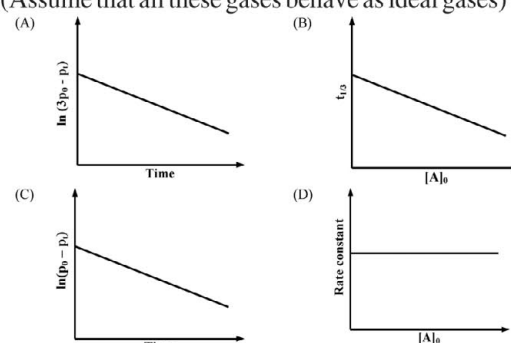
Q. No.10: A planet of mass M , has two natural satellites with masses m_1 and m_2 . The radii of their circular orbits are R_1 and R_2 respectively. Ignore the gravitational force between the satellites. Define v_1, L_1, K_1 and T_1 to be, respectively, the orbital speed, angular momentum, kinetic energy and time period of revolution of satellite 1; and v_2, L_2, K_2 and T_2 to be the corresponding quantities of satellite 2. Given $m_1/m_2 = 2$ and $R_1/R_2 = 1/4$, match the ratios in List-I to the numbers in List-II.

- | LIST -I | LIST -II |
|--------------|----------|
| P. V_1/V_2 | 1. $1/8$ |
| Q. L_1/L_2 | 2. 1 |
| R. K_1/K_2 | 3. 2 |
| S. T_1/T_2 | 4. 8 |
- (A) P → 4; Q → 2; R → 1; S → 3 (B) P → 3; Q → 2; R → 4; S → 1
(C) P → 2; Q → 3; R → 1; S → 4 (D) P → 2; Q → 3; R → 4; S → 1



(JEE MAIN) Chemistry - 2018

Q. No.1:- For a first order reaction $A(g) \rightarrow 2B(g) + C(g)$ at constant volume and 300 K, the total pressure at the beginning ($t = 0$) and at time t are P_0 and P_t , respectively. Initially, only A is present with concentration $[A]_0$, and $t_{1/3}$ is the time required for the partial pressure of A to reach $1/3$ rd of its initial value. The correct option (s) is (are) (Assume that all these gases behave as ideal gases)

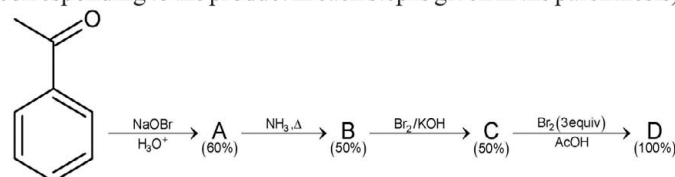


Q. No.2:- The total number of compounds having at least one bridging oxo group among the molecules given below is _____.
 $N_2O_3, N_2O_5, P_4O_6, P_4O_7, H_4P_2O_5, H_5P_3O_{10}, H_2S_2O_3, H_2S_2O_5$

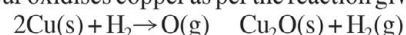
Q. No.3:- Galena (an ore) is partially oxidized by passing air through it at high temperature. After some time, the passage of air is stopped, but the heating is continued in a closed furnace such that the contents undergo self-reduction. The weight (in kg) of Pb produced per kg of O_2 consumed is _____.
(Atomic weights in g mol^{-1} : $O = 16, S = 32, Pb = 207$)

Q. No.4:- To measure the quantity of $MnCl_2$ dissolved in an aqueous solution, it was completely converted to $KMnO_4$ using the reaction, $MnCl_2 + K_2S_2O_8 + H_2O \rightarrow KMnO_4 + H_2SO_4 + HCl$ (equation not balanced). Few drops of concentrated HCl were added to this solution and gently warmed. Further, oxalic acid (225 mg) was added in portions till the colour of the permanganate ion disappeared. The quantity of $MnCl_2$ (in mg) present in the initial solution is _____.
(Atomic weights in g mol^{-1} : $Mn = 55, Cl = 35.5$)

Q. No.5:- In the following reaction sequence, the amount of **D** (in g) formed from 10 moles of acetophenone is _____.
(Atomic weights in g mol^{-1} : $H = 1, C = 12, N = 14, O = 16, Br = 80$. The yield (%) corresponding to the product in each step is given in the parenthesis)



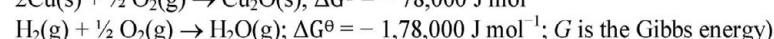
Q. No.6:- The surface of copper gets tarnished by the formation of copper oxide. N_2 gas was passed to prevent the oxide formation during heating of copper at 1250 K. However, the N_2 gas contains 1 mole % of water vapour as impurity. The water vapour oxidises copper as per the reaction given below:



P_{H_2} is the minimum partial pressure of H_2 (in bar) needed to prevent the oxidation at 1250 K. The value of $\ln(P_{H_2})$ is _____.

(Given: total pressure = 1 bar, R (universal gas constant) = $8 \text{ J K}^{-1} \text{ mol}^{-1}$, $\ln(10) = 2.3$. $Cu(s)$ and $Cu_2O(s)$ are mutually immiscible.

At 1250 K:



Q. No.7:- Consider the following reversible reaction,
 $A(g) + B(g) \rightleftharpoons AB(g)$

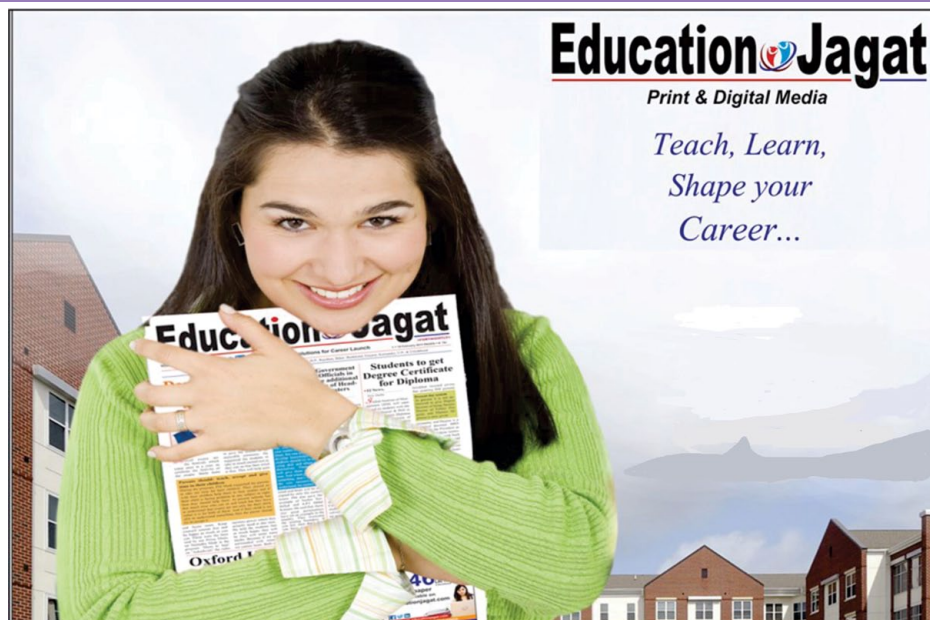
The activation energy of the backward reaction exceeds that of the forward reaction by $2RT$ (in J mol^{-1}). If the pre-exponential factor of the forward reaction is 4 times that of the reverse reaction, the absolute value of ΔG^\ominus (in J mol^{-1}) for the reaction at 300 K is _____.
(Given; $\ln(2) = 0.7$, $RT = 2500 \text{ J mol}^{-1}$ at 300 K and G is the Gibbs energy)

Q. No.8:- Consider an electrochemical cell: $A(s) | A^{n+}(\text{aq}, 2 \text{ M}) || B^{2n+}(\text{aq}, 1 \text{ M}) | B(s)$. The value of ΔH^\ominus for the cell reaction is twice that of ΔG^\ominus at 300 K. If the emf of the cell is zero, the ΔS^\ominus (in $\text{J K}^{-1} \text{ mol}^{-1}$) of the cell reaction per mole of B formed at 300 K is _____.
(Given: $\ln(2) = 0.7$, R (universal gas constant) = $8.3 \text{ J K}^{-1} \text{ mol}^{-1}$. H, S and G are enthalpy, entropy and Gibbs energy, respectively.)

COMPETITION CORNER

(JEE MAIN) Mathematics - 2018

- Q. No.1:-** The value of the integral $\int_0^{1/2} \frac{1+\sqrt{3}}{\left((x+1)^2(1-x)^6\right)^{1/4}} dx$ is _____.
- Q. No.2:-** Let P be a matrix of order 3×3 such that all the entries in P are from the set $\{-1, 0, 1\}$. Then, the maximum possible value of the determinant of P is _____.
- Q. No.3:-** Let $f: \mathbb{R} \rightarrow \mathbb{R}$ be a differentiable function with $f(0) = 0$. If $y = f(x)$ satisfies the differential equation $\frac{dy}{dx} = (2+5y)(5y-2)$, then the value of $\lim_{x \rightarrow -\infty} f(x)$ is _____.
- Q. No.4:-** For a non-zero complex number z , let $\arg(z)$ denote the principal argument with $-\pi < \arg(z) \leq \pi$. Then, which of the following statement(s) is (are) FALSE ?
 (A) $\arg(-1 - i) = \pi/4$, where $i = \sqrt{-1}$
 (B) The function $f: \mathbb{R} \rightarrow (-\pi, \pi]$, defined by $f(t) = \arg(-1 + it)$ for all $t \in \mathbb{R}$, is continuous at all points of \mathbb{R} , where $i = \sqrt{-1}$
 (C) For any two non-zero complex numbers z_1 and z_2 , $\arg(z_1/z_2) - \arg(z_1) + \arg(z_2)$ is an integer multiple of 2π
 (D) For any three given distinct complex numbers z_1, z_2 and z_3 , the locus of the point z satisfying the condition $\arg\left(\frac{(z-z_1)(z_2-z_3)}{(z-z_3)(z_2-z_1)}\right) = \pi$, lies on a straight line
- Q. No.5:-** In a triangle PQR, let $\angle PQR = 30^\circ$ and the sides PQ and QR have lengths $10\sqrt{3}$ and 10, respectively. Then, which of the following statement(s) is (are) TRUE ?
 (A) $\angle QPR = 45^\circ$
 (B) The area of the triangle PQR is $25\sqrt{3}$ and $\angle QRP = 120^\circ$
 (C) The radius of the incircle of the triangle PQR is $10\sqrt{3}-15$
 (D) The area of the circumcircle of the triangle PQR is 100π
- Q. No.6:-** Let $P_1: 2x + y - z = 3$ and $P_2: x + 2y + z = 2$ be two planes. Then, which of the following statement(s) is (are) TRUE ?
 (A) The line of intersection of P_1 and P_2 has direction ratios 1, 2, -1
 (B) The line $\frac{3x-4}{9} = \frac{1-3y}{9} = \frac{z}{3}$ is perpendicular to the line of intersection of P_1 and P_2
 (C) The acute angle between P_1 and P_2 is 60°
 (D) If P_3 is the plane passing through the point (4, 2, -2) and perpendicular to the line of intersection of P_1 and P_2 , then the distance of the point (2, 1, 1) from the plane P_3 is $2/\sqrt{3}$
- Q. No.7:-** For every twice differentiable function $f: \mathbb{R} \rightarrow [-2, 2]$ with $(f(0))^2 + (f'(0))^2 = 85$, which of the following statement(s) is (are) TRUE ?
 (A) There exist $r, s \in \mathbb{R}$, where $r < s$, such that f is one-one on the open interval (r, s)
 (B) There exists $x_0 \in (-4, 0)$ such that $|f'(x_0)| \leq 1$
 (C) $\lim_{x \rightarrow \infty} f(x) = 1$
 (D) There exist $\alpha \in (-4, 4)$ such that $f(\alpha) + f''(\alpha) = 0$ and $f'(\alpha) \neq 0$
- Q. No.8:-** Let $f: [0, \infty) \rightarrow \mathbb{R}$ be a continuous function such that
$$f(x) = 1 - 2x + \int_0^x e^{x-t} f(t) dt$$
 for all $x \in [0, \infty)$. Then, which of the following statement(s) is (are) TRUE ?
 (A) The curve $y = f(x)$ passes through the point (1, 2)
 (B) The curve $y = f(x)$ passes through the point (2, -1)
 (C) The area of the region $\{(x, y) \in [0, 1] \times \mathbb{R} : f(x) \leq y \leq \sqrt{1-x^2}\}$ is $\frac{\pi-2}{4}$
 (D) The area of the region $\{(x, y) \in [0, 1] \times \mathbb{R} : f(x) \leq y \leq \sqrt{1-x^2}\}$ is $\frac{\pi-1}{4}$
- Q. No.9:-** Let X be the set consisting of the first 2018 terms of the arithmetic progression 1, 6, 11,, and Y be the set consisting of the first 2018 terms of arithmetic progression 9, 16, 23,, Then, the number of elements in the set $X \cup Y$ is _____.
- Q. No.10:-** The number of real solutions of the equation
$$\sin^{-1}\left(\sum_{i=1}^{\infty} x^{i+1} - x \sum_{i=1}^{\infty} \left(\frac{x}{2}\right)^i\right) = \frac{\pi}{2} - \cos^{-1}\left(\sum_{i=1}^{\infty} \left(-\frac{x}{2}\right)^i - \sum_{i=1}^{\infty} (-x)^i\right)$$
 lying in the interval $\left(-\frac{1}{2}, \frac{1}{2}\right)$ is _____.
- (Here, the inverse trigonometric functions $\sin^{-1}x$ and $\cos^{-1}x$ assume values in, $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$ and $[0, \pi]$, respectively.)
- Q. No.11:-** The Value of $\left((\log_2 9)^2\right)^{\frac{1}{\log_2(\log_2 9)}} \times (\sqrt{7})^{\frac{1}{\log_4 7}}$ is _____.


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(NEET UG) Biology - 2019

- Q. No.1:-** What would be the heart rate of a person if the cardiac output is 5 L, blood volume in the ventricles at the end of diastole is 100 mL and at the end of ventricular systole is 50 mL?
 (1) 50 beats per minute (2) 75 beats per minute
 (3) 100 beats per minute (4) 125 beats per minute
- Q. No.2:-** *Thiobacillus* is a group of bacteria helpful in carrying out
 (1) Nitrogen fixation (2) Chemoautotrophic fixation
 (3) Nitrification (4) Denitrification
- Q. No.3:-** Which of the following factors is responsible for the formation of concentrated urine?
 (1) Low levels of antidiuretic hormone
 (2) Maintaining hyperosmolarity towards inner medullary interstitium in the kidneys.
 (3) Secretion of erythropoietin by Juxtaglomerular complex
 (4) Hydrostatic pressure during glomerular filtration
- Q. No.4:-** Which of the following statements regarding mitochondria is incorrect?
 (1) Outer membrane is permeable to monomers of carbohydrates, fats and proteins.
 (2) Enzymes of electron transport are embedded in outer membrane.
 (3) Inner membrane is convoluted with infoldings.
 (4) Mitochondrial matrix contains single circular DNA molecule and ribosomes.
- Q. No.5:-** Xylem translocates.
 (1) Water only
 (2) Water and mineral salts only
 (3) Water, mineral salts and some organic nitrogen only
 (4) Water, mineral salts, some organic nitrogen and hormones
- Q. No.6:-** Cell in G_0 phase :
 (1) exit the cell cycle (2) enter the cell cycle
 (3) suspend the cell cycle (4) terminate the cell cycle
- Q. No.7:-** Which of the statements given below is not true about formation of Annual Rings in trees?
 (1) Annual ring is a combination of spring wood and autumn wood produced in a year
 (2) Differential activity of cambium causes light and dark bands of tissue early and late wood respectively.
 (3) Activity of cambium depends upon variation in climate.
 (4) Annual rings are not prominent in trees of temperate region.
- Q. No.8:-** Which of the following ecological pyramids is generally inverted?
 (1) Pyramid of numbers in grassland (2) Pyramid of energy
 (3) Pyramid of biomass in a forest (4) Pyramid of biomass in a sea
- Q. No.9:-** Placentation in which ovules develop on the inner wall of the ovary or in peripheral part, is
 (1) Basal (2) Axile (3) Parietal (4) Free central
- Q. No.10:-** Which of the following contraceptive methods do involve a role of hormone?
 (1) Lactational amenorrhea, Pills Emergency contraceptives.
 (2) Barrier method, Lactational amenorrhea, Pills.
 (3) CuT, Pills, Emergency contraceptives.
 (4) Pills, Emergency contraceptives, Barrier methods.

Answer The Previous Edition Questions

Physics	Q5- A,C,D	Q6- B,C,D
Q1- A,B,D	Q2- A,C,D	Q7- 119
Q3- A,B	Q4- D	
Q5- A,C	Q6- A,C	
Q7- 30.00		
Chemistry		Biology
Q1- A,B,D	Q2- B,D	Q1- 3
Q3- D	Q4- D	Q3- 2
		Q5- 2
		Q7- 4
		Q9- 3
Q1- D	Q2- B,D	Q2- 2
Q3- A,D	Q4- A,C	Q4- 3
		Q6- 4
		Q8- 2


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Media Education in Digital Era

In the wake of the digital revolution, media education needs to be radically transformed. The traditional system is no more relevant to meet present-day demands and requirements. The biggest challenge before journalism and media schools is to stay abreast with the latest in a rapidly changing world.

At a time when information, data and technology have acquired unprecedented dimensions and huge amounts of information, misinformation and disinformation are available in the web domain. Developing intellectual and professional skills has acquired altogether new meaning so that students can acquire competence and decipher hidden meanings of the media messages. Developing critical thinking is also an area of focus so that the students are intellectually equipped to understand the complex world of information that has emerged and deeply influencing every sphere of human life. The first and foremost challenge in this context is to make students media literate.

Attention needs to be paid to develop a vision to impart knowledge to develop a strong theoretical foundation and then move to hands-on training to impart skills in simulated work conditions. Education, research and training need to be combined to equip students with the competence to find a place in the huge media landscape that has emerged in the wake of the technological revolution. The objective should create a balance between concepts and skills- a rational combination of knowledge and craft.

Creating new bridges between media education and the industry is a widely felt need. There is a lack of linkages between media

education the media industry. Media academics are expected to play a role to monitor the media through research which is widely in existence in leading global journalism schools but not so in our country.

In a new kind of media, convergence is taking place which has changed the very nature of the work profile of the media professionals. A media professional is expected to write articles, shoot photos and videos, and be versed with web tools. Imparting skills to produce multimedia packages is another stream that needs attention.

As a huge amount of information and knowledge is already available in the web domain, there is an urgent need to upgrade teaching training meth-



odologies. The faculty needs to pull their best efforts to introduce innovations in their teaching and training methodology. The faculty needs to gear up to meet the challenges of this age of information in which data is reigning supreme.

The information revolution has resulted in a massive expansion of media in general and the news and entertainment industry in particular. This has opened tremendous professional opportunities and the resultant need for trained human resources in the news and entertainment industry,

academia, research, and development sectors.

Media education has largely been focused on the journalism component and most of the schools in the country have a nomenclature of "journalism and mass communication". With the emergence of new entertainment platforms, there is a need to introduce programmes in entertainment arts. There is a huge demand for content on OTT platforms. Media education needs to address both the entire media industry-news and entertainment both.



The programs being offered by media schools must focus on nurturing creativity. At a time when artificial intelligence is replacing so many jobs in different sectors, it's creativity that matters a lot. Someone has said that "machine can never replace a human because the machine has a chip and human has a heart". This is the essence of creativity. The future largely belongs to creative minds in all streams of media the way it is shaping and increasingly becoming technology-driven. The imperative need is to impart intellectual skills and nurture critical thinking otherwise there is a real dragnet to become computer controlled-robots.

In lieu of an epilogue

Humankind is entering into a new age that is very complex and



Prof. Subhash Dhuliya

its consequences are still shaping in the womb of the future. All developments indicate that we are heading towards a kind of digital dictatorship where few information giants will control the world. The future of liberal democracy is being debated hotly in the context of the power of information giants to influence people to vote in a particular direction.

A huge amount of data is being collected on each one of us whenever we visit a website or use social media. Our political orientation, reading habits, consumption pattern, etc are analyzed through algorithms and we can be influenced to behave in a particular way. The information giants have acquired immense power to play with our emotions virtually converting voting patterns in a liberal democracy to be governed by what people 'feel' rather than what they 'think'. Technologies advancing at a pace unheard of before but those who are inventing technology are not aware of its political, economic, social, and cultural implications. It falls in the domain of social sciences which needs to rise to the occasion and address the issues and generate a global wave of awakening.

31% Teachers favour Science Education for Future point of View

■ **EJ News - New Delhi**

A survey by the Oxford University Press (OUP) of science teachers in 22 countries on their respective national science curricula found that fewer than half of the respondents (46%) believe that the science curriculum in their country prepared children for the future.

Only 31% of teachers surveyed said science education was fit for the future. In India however, 80% of respondents agreed that the curriculum enabled students to become scientifically literate and active citizens, as opposed to 59% in the U.K. and 67% in Hong Kong. Of the 398 teachers that responded in the report, 74 were from India.

"The study of science helps to fuel curiosity in young minds and makes them think about solutions to challenges in everyday life. Its relevance in a pandemic-afflicted world has only grown. It was important to sense-check what science teachers felt about how their subject needed to evolve," said Sivaramakrishnan Venkateswaran, Managing Director - Oxford University Press India.

"We are delighted with the strong participation of science teachers from India in our survey and their belief that the current curriculum is helping students to become scientifically literate and active citizens," he added. Mr Venkateswaran said that the research was undertaken alongside OUP's involvement in developing the science framework for the Programme for International Assessment (PISA) 2025 and teachers were asked to recommend ways in which science curricula might evolve in order to remain relevant to today's world, and that of tomorrow.

The recommendations made by teachers include that science education should continue to prioritise practical skills through experimentation in the classroom and content needs to be up-to-date and prepare learners for the future.

"There is a need for a greater connection between the science that is being taught in the classroom and what is happening in the world outside. Teachers requested a rebalancing of exams away from the current focus on knowledge, towards as-



sessing the application of science. "COVID-19 has undoubtedly had an impact on science teaching in the last year, particularly restricting practical experimentation in the classroom, but the paper highlights numerous other issues that have been brought to light by the pandemic and need to be resolved," the survey report said.

Teachers surveyed believe the core purpose of science education should be inspiring learners to engage with science, teaching underpinning scientific concepts, teaching skills to enable effective experimentation, and helping learners to achieve a range of desirable outcomes through science. "To ensure science education evolves and remains relevant in the future, teachers believe there should be more focus on climate change as well as tackling fake news and adapting faster to technological and societal change," the report said.

At least 15 per cent of respondents from India strongly agree that the curriculum adequately prepares students for challenges they will face in the world, opposed to six per cent in Hong Kong and five per cent in the United Kingdom.

Furthermore, 80 per cent of respondents from India agreed that the science curriculum taught in schools enables students to become scientifically literate and active citizens, opposed to 59 per cent in the United Kingdom and 67 per cent in Hong Kong. Of the 398 teachers that responded in the report, 74 were from India.

Andreas Schleicher, Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) said, "I always enjoy hearing teacher's views on the future of education and welcome this report. The scientific challenges of the past year with the pandemic and the ever-growing signs of climate change mean that there has never been a more important time to focus on science, empowering students to thrive in a changing world".

Grand opening to Admissions at Country's 1st Digital University

■ **EJ News -**

Thiruvananthapuram

Admissions to the country's first digital university, Kerala University of Digital Sciences, Innovation and Technology here has begun with an overwhelming response despite the COVID-19 situation. Amidst a raging pandemic that disrupted the higher education scenario, the call for admissions to the

PhD programmes offered by the Digital University Kerala (DUK) received nearly 500 applications for its 30 vacancies, varsity sources here said.

The Indian Institute of Information Technology and Management Kerala (IIITM-K), the premier institute offering courses in cutting edge technologies, was upgraded to the digital university through an ordinance in January.

Apart from the doctoral programmes, admissions to DUK's flagship MSc and MTech courses would also begin in August. Deviating from the usual stream of MTech programmes, DUK is offering specialised courses on contemporary topics like Artificial Intelligence (AI), AI Hardware, Cyber Security Engineering, Cyber-Physical Systems and Signal Process, and Connected Systems

and Intelligence.

MSc programmes in Machine Intelligence, Cognitive Sciences, Cyber Security, Ecological Informatics, computational economics and computational social science (focus on AI, Data and Society) are expected to be a major solution to the huge demand for candidates with academic and practical knowledge in the latest technologies, varsity sources added.

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