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The Education Newsletter



Is Mental Health
Out of Syllabus?

The Psychology of
Who We Become Online

Germany:
Beyond the brochure

Beyond Grades:
Building a Profile with Purpose

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We would like to invite our readers to participate in our exciting Photo Contest by sharing powerful moments that reflect learning, mentoring, and student life. The winning entry will be featured on the cover of our newsletter. Please send your entries to write@uconnectworld.com. Submissions must be in portrait format.

Meet the Photo Contest Winner



Zainab Ali is currently pursuing her Master's in Public Policy at the University of Chicago's Harris School of Public Policy and is in her second year of studying abroad from Asia. The cover image features the Joe and Rika Mansueto Library, a place that she, like many other students, considers a second home while navigating the academic journey. Beyond its striking architecture, the library holds a special place in her heart for the history and legacy within its walls. With echoes of former Presidents and Nobel Laureates, the space inspires in her a deep appreciation for knowledge and a lasting love for learning.

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COVER STORY

Is Mental Health Out of Syllabus?

By Aleifiya Bagasrawala,
Contributing Writer

Mental health doesn't always look like sadness. Schools and universities need to move beyond crisis intervention and build cultures where students feel safe to seek support, express emotions and simply say, "I'm not okay."

Mental health seems to have suddenly become part of our everyday vocabulary. We talk about anxiety. We talk about burnout. We encourage mindfulness. Schools conduct wellbeing sessions, organisations observe mental-health days, and conversations that once happened behind closed doors are increasingly happening in classrooms and homes. But mental health itself is not new. Children have always experienced grief, fear, insecurity, peer pressure, change and loss. What has changed is our willingness to recognise that a child can be struggling emotionally even when they do not possess the vocabulary to tell us so.

When Mental Health Becomes Personal

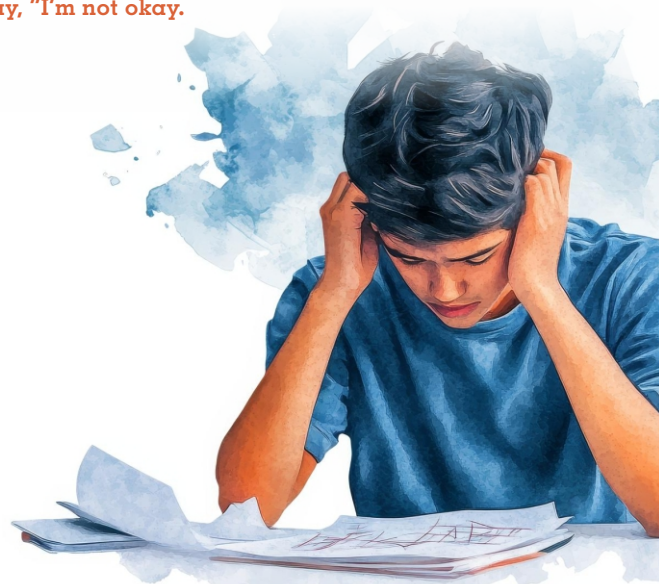
For me, this isn't simply an area of advocacy. It became deeply personal. I lost my spouse when my son was four years old. As an adult experiencing grief myself, I had access to something my four-year-old didn't: language. I could understand, at least intellectually, what death meant. I could identify grief. I could seek support. I could attempt to make sense of what had happened. My son could only ask questions. And the questions didn't stop. Then I began noticing the things he wasn't saying. A child who would ordinarily go downstairs to play with his friends stopped wanting to go to the garden to play. Screen time increased. There were more tantrums and behavioural changes that weren't characteristic of him before the loss. Patterns around his eating and sleeping schedule changed drastically.

When Behaviour Becomes a Language

Initially, these things can look like precisely what they are on the surface: a child being difficult, spending too much time on a screen, or refusing to play. But sometimes behaviour is language. A withdrawn child may not tell you, "I am grieving." An irritable teenager may not say, "I am overwhelmed." A child struggling academically may not know how to explain, "Something at home is making it impossible for me to concentrate." Sometimes they simply show us. And sometimes the school or university sees what a home may not. My son's school became an important part of our support system.

When he returned to school after our loss, his teachers and counsellor were extraordinarily supportive. There was no expectation that because he was young he would simply forget, bounce back or somehow be unaffected. They understood that he might need a safe adult outside the family to speak to. Counselling support was made available, his wellbeing was observed and there was space for him to talk at his own pace. Something important happened as a result. He began articulating things outside the home that he wasn't necessarily able to articulate to me.

That experience changed the way I thought about mental health in education. We often say that it takes a village to raise a child. Sometimes I think it takes far more than a village. A child's emotional ecosystem can include parents, grandparents, siblings, friends, teachers, counselors, coaches, doctors and communities. Every one of them may notice a different piece of the



puzzle. And schools and colleges occupy an extraordinary position within that ecosystem. For several hours every day, teachers see our children away from us. They see friendships form and break. They notice the child who suddenly stops participating, the teenager whose grades unexpectedly fall, the student who is perpetually exhausted, the child who becomes unusually aggressive or quiet. Most importantly, an institution may see what a home cannot.

Seeing Beyond the Surface

Mental health doesn't always look like sadness. This is perhaps where our understanding needs to evolve. Emotional distress in children can present itself in many different ways. Withdrawal from friends, sudden changes in academic performance, persistent irritability, excessive anger, disrupted sleep, frequent unexplained physical complaints, changes in eating patterns, difficulty concentrating, increased dependence on screens, school avoidance or a noticeable loss of interest in things a child previously enjoyed can all warrant attention. None of these behaviours, by themselves, automatically means that a child has a mental-health condition. That distinction matters. Teachers should not be expected to become diagnosticians, and parents shouldn't diagnose children based on a checklist on the internet. But adults around children can learn to notice changes, ask questions, and know when professional support may be appropriate. And that is where the right mental wellbeing counselor or support system can make an enormous difference, from crisis intervention to a culture of wellbeing.

Having a counsellor available only after something has gone seriously wrong is no longer enough. Mental and emotional wellbeing needs to become part of the institution's culture rather than merely its crisis-response mechanism. That means trained and accessible psychological and well-being counsellors. It means teachers knowing how to recognise meaningful behavioural changes and having a clear referral pathway when they are concerned. It also means periodically checking in rather than waiting for a student to reach breaking point.

Making It Okay Not to Be Okay

Ms Ish Patil, Vice President – Corporate Affairs, Ajeenkya D Y Patil Group, believes that one of the most powerful interventions an educational institution can make is also among the simplest: “The most useful thing a school or college can do for mental health is also the simplest. Make it normal to not be okay, so that no student is ever embarrassed to ask for help. The sooner someone feels safe enough to say something, the easier everything after that becomes.” It is a philosophy she says is reflected across the Ajeenkya D Y Patil Group's schools and higher-education institutions: creating environments in which conversations around wellbeing can become part of institutional culture rather than something reserved only for later moments. **Perhaps that is the cultural shift we need most.**



A visit to the school counsellor shouldn't automatically communicate that something is wrong. Asking for help shouldn't become playground gossip. Students should grow up understanding that looking after their minds is as ordinary as looking after their bodies. Mindfulness doesn't have to mean sitting still. We also need to reconsider what wellbeing looks like for different children. **Not every child will connect with meditation. Not every teenager wants to journal. One child may regulate themselves through sport; another through music. Someone may paint, garden, dance, run, cook, crochet or simply take a quiet walk.** As Ish Patil explains, “I would also widen what we mean by mindfulness. It doesn't always have to be meditation. For me it's crochet. For someone else it might be cooking, walking, or drawing. Anything that slows your hands and quiets your head counts. No campus should prescribe one version of calm. They should help each student find theirs.”



It is also an idea that finds an interesting parallel in the work of Dr. Mickey Mehta, Global Leading Holistic Health Guru and Mental Wellness expert, whose approach to wellbeing integrates all systems, function, organs synchronisation in one rhythm. In his research paper, The Monu - Mental Code & Wellness Commandments of Vedic Wisdom for Evolution of Mankind, Dr. Mehta explores wellbeing through movement, nature, breathing, sleep, meditation, music and creative activities. One particularly relevant principle for young people is what he calls “Mastering the art of response over reactions.” It is a powerful idea in the context of students.

Learning to Respond, Not Simply React

Growing up involves learning not only mathematics, science, and language but also what to do with anger, disappointment, rejection, fear, and grief. Helping a student create even a small space between an emotion and their reaction to it can become an important life skill. Dr. Mehta's wellness commandments also contain a wonderfully succinct thought: “Live in Mental Ease for this world to be disease-free”. The language comes from his holistic philosophy, but the underlying idea has relevance to education: wellbeing isn't one activity conducted once a year. It is something we practise.

So what can institutions actually do?

The answer doesn't necessarily begin with elaborate programmes or expensive infrastructure. It can begin with making psychological safety visible. Every student should know who they can approach if something is wrong. Counsellors should be accessible and appropriately qualified, and confidentiality and safeguarding boundaries should be explained in age-appropriate ways. Teachers need basic training to recognise meaningful behavioural changes and understand when concerns should be escalated rather than attempting to counsel children themselves. Institutions can introduce regular, low-pressure emotional check-ins and create opportunities for students to engage in sport, art, music, movement, nature and other forms of emotional regulation. Parent engagement matters too. When teachers, counselors and families communicate appropriately, changes in behaviour are less likely to fall through the cracks.

There also needs to be specific sensitivity around life transitions. Bereavement. Parental separation. Moving homes or schools. Bullying. Academic setbacks. Illness in the family. Friendship breakdowns. Financial distress at home. Adolescence itself. A child doesn't leave these experiences outside the classroom simply because the school bell has rung. And as children become teenagers and eventually young adults, the circumstances change but the principle doesn't. Examination pressure, social comparison, relationships, uncertainty about the future, hormonal changes, peer pressure and the transition towards independence introduce different emotional challenges. The support system therefore has to grow with them.

Sometimes, the first intervention is simply noticing. My experience taught me something I don't think I could have understood quite so viscerally before. I could provide my son with love. His family could surround him. His school could provide counseling and his teachers could support him. But none of those things could replace the others. I had to become an active participant in understanding his emotional world too. That meant recognising that the tantrum might not really be about the tantrum. That another hour on a screen might be masking something else. That withdrawing from his friends deserved curiosity before correction. And most importantly it meant accepting that sometimes another trusted adult might hear something from my child that I wouldn't. That isn't a failure of parenting. That is the value of an ecosystem.

Building Environments Where Someone Notices

Mental health advocacy, particularly where students are concerned, therefore cannot only be about telling people to seek help once they are struggling. It must also be about building environments in which someone notices. Perhaps the question schools and universities should increasingly ask isn't simply, “Do we have a child psychologist or well being counsellor?” It is: Does every student in this institution know that there is somewhere to go, someone who will listen, and absolutely no shame in saying, “I am not okay today”?

For too long, mental health has sat somewhere out of syllabus — important, but peripheral; discussed during awareness weeks, counselling sessions or after an experience, rather than woven into the everyday experience of education. But if our schools and colleges are preparing young people for life, then emotional wellbeing cannot remain an extracurricular conversation.

Mental health may be out of syllabus. But it should never be out of education.



10 October | World Mental Health Day

1 in 7 adolescents aged 10–19 globally experiences a mental-health condition. Yet many remain unrecognised or untreated. WHO notes that supportive environments at home, at school and in the wider community are important protective factors for adolescent mental health.



Who Are We Online? The Psychology of Digital Identity

By Srishti Malhotra

Exploring how social media shapes self-presentation, comparison, and the way we understand who we are.

Think about the last time you posted something on Instagram. Maybe you took a few pictures before choosing the "right" one, edited it, changed the caption, and then checked your phone later to see who liked it. We do this so often that it feels completely normal. But as a Psychology student, I find myself wondering: who are we actually being when we are online?

There is the version of ourselves our friends know, the version our professors see, the version our families know, and the version that exists on social media. Maybe that version is more confident, more social, more adventurous, or simply more put together. But that doesn't necessarily mean it is fake. It is still us - just a version we have chosen to show.

The Psychology of Self-Presentation

Psychologists have studied this idea of self-presentation for years. We naturally behave differently depending on the people and situations around us. Social media has given us more control over how we present ourselves. We choose the photo, the caption, what we share, and, perhaps most importantly, what we leave out. The interesting part is what happens after we post.

The important thing is remembering that our profile is only a small piece of who we are.



Likes, comments, views and followers can turn our social interactions into numbers. A post that receives a lot of attention can make us feel good, while one that receives little attention might leave us wondering what we did wrong. Without realizing it, we can start connecting other people's reactions to our online selves with how we feel about ourselves.

Then comes social comparison.

Comparing Real Life to Someone's Highlights

Social media gives us endless opportunities to compare our appearance, relationships, academics, careers and lifestyles with other people. The problem is that we often compare our entire lives to carefully selected pieces of someone else's. We know our own bad days, insecurities and failures. Online, we usually see everyone else's highlights. But social media isn't necessarily the villain. It can help us maintain relationships, find communities and express parts of ourselves that might not have a space offline. What matters is how we use it and, sometimes, why we are reaching for our phones in the first place.

When the Online Self Becomes Part of the Real Self

Our online identities can also shape how we understand ourselves. If we constantly post about fitness, academics, travel, fashion or our careers, those things can gradually become part of the story we tell ourselves about who we are. In that sense, social media can be both a mirror and a workshop. It reflects how others respond to us while giving us a space to experiment with different versions of ourselves.

So, is our online identity fake?

I don't think so. We have always shown different sides of ourselves in different situations. Social media is simply another environment where we get to decide which parts become visible. The important thing is remembering that our profile is only a small piece of who we are.

A follower count isn't a measure of our worth. A few pictures can't capture an entire life. And what someone chooses to share online can never tell us everything about what happens when the camera is turned off.

Maybe the question isn't "Is this the real me?"

Maybe it is: "Is this one part of me, or have I started believing it is all of me?"

Because there will always be more to us than what fits on a screen.



A Pew Research Center study found that teens have long used tools such as deleting posts, removing people from their networks and revising profile content to manage how they appear online. The study also found that some teens viewed "likes" as a form of social status.

Reference Link-<https://www.pewresearch.org/internet/2013/05/21/teens-social-media-and-privacy/>



Beyond Marks: Building Student Profiles that Speak to Global Universities

By Tarveen Kaur, Executive Head, BCM School, Ludhiana, Punjab, India

How experiences beyond the classroom are helping universities understand the person behind the academic record.

Traditionally, student success has been defined by their marks. Report cards and exam results have often dictated the course that a student's academic path was going to follow. Though marks remain a significant part of a student's profile, the focus has now shifted for global universities. These universities are interested in seeing beyond the student's marks. They are interested in seeing the curiosity that drives a student, the initiative that a student demonstrates, the leadership skills that a student exhibits, the creativity that a student showcases, and the student's ability to connect with the world around them.

In working with students who are preparing for a path into a global university, it has become clear that these admissions committees are interested in a deeper exploration of the student's path. They are no longer just interested in finding out how well a student has done academically; they are interested in finding out what a student's interests are outside of the classroom, how a student responds to challenges that are presented to them, and the kind of impact that a student has made in their own community.

The Shift Toward Holistic Evaluation

Studies and global reports have also validated the shift in admissions evaluation practices. The National Association for College Admission Counselling (NACAC) states that many universities have adopted a holistic evaluation process whereby academic performance is not the only criterion but is also considered in conjunction with other aspects such as leadership qualities, intellectual curiosity, etc. A study done by Inside Higher Ed and Gallup found that over 80 percent of university admissions officers believe that skills such as problem-solving ability, initiative, and leadership skills are key indicators of a student's future success. Such skills are often reflected not through examination results but through other activities.

Understanding the Student Profile

The idea of a student profile has thus become extremely important. The student profile is an extension of the overall student journey or story. The student journey is a collection of experiences that exhibit curiosity, exploration, or responsibility. The experiences can be those of research projects, internships, or observational learning experiences, leadership initiatives, community service, or creative activities. The student experiences enable the university to understand how students translate their learning into real-world scenarios. For example, research activities exhibit the analytical skills of students. Similarly, community service exhibits the empathetic skills of students. The creative activities exhibit the originality of students.

Experiences That Shape Meaningful Learning

Through my close association with students, I have witnessed the significance of such experiences. I often ask students to think about what actually interests them. Once they are encouraged to explore their interests to a greater extent, they are able to learn meaningfully. I recall one student who was extremely passionate about environmental sustainability. He designed a small-scale survey within the school community to understand the patterns of plastic usage. The student not only analysed the results of the survey but also presented their ideas on how to minimize the usage of plastics within the school community. Another student who was passionate about psychology and designed a small-scale survey to understand how examination stress affects students. Although the above projects are small-scale learning experiences, they demonstrate curiosity, initiative, and a desire to explore real-world problems—qualities that are now becoming increasingly important for university admissions.

Leadership, Creativity, and Authentic Voice

Universities also seek students who demonstrate leadership qualities and creativity. Leadership is not just limited to leadership positions but also involves taking up activities, participating in community service, or mentoring others. This helps students learn valuable skills that enable them to work in teams, take up responsibilities, and cultivate empathy within themselves.

Creativity helps students present their ideas through various forms of writing, designing, storytelling, innovation projects, or even digital media. In this digital age, where technology and artificial intelligence are taking over education, authenticity is a valuable attribute that every university looks for in its students.

Marks are always an integral part of every academic journey, but the dynamic nature of expectations that are emerging in top global universities reminds us that education is far beyond just a series of numbers. A strong student profile is a reflection of curiosity, exploration, taking up initiatives, and growth, through which every university discovers students who are not just ready to excel academically but also contribute meaningfully to a dynamic society that is constantly evolving globally.





Studying in Germany: What Nobody Tells You Until It Is Almost Too Late



By Aparna Mitra,
Director of Intra Overseas Education

From APS certificates and blocked accounts to language requirements and visa timelines, here is what students need to know before applying to Germany.

PARTNER
Spotlight



Intra Overseas Education

Every year at Intra Overseas Education, we meet bright students who have already decided on Germany before they walk into our office. They have heard the headlines: world-class engineering, tuition-free public universities, a strong post-study work route. What they have not heard is how much of the journey happens before the admission letter arrives, and how unforgiving the calendar can be. This article is our attempt to close that gap.

Myth one: "Germany is free"

Public universities in most German states do not charge tuition, and that is a real advantage. But "free" is not the same as "cheap". Every student pays a semester contribution, typically a few hundred euros, which usually includes a regional transport ticket. Baden-Württemberg charges non-EU students tuition. Living costs are the larger number: rent in Munich, Frankfurt or Hamburg can easily consume more than half of a monthly budget, and student accommodation waiting lists are long. Plan for the city, not just the university.

Myth two: "I will get admission first and sort out the money later"

This is the assumption that costs students an entire intake. To apply for a student visa, you must prove you can support yourself for a year. For most Indian students this means a blocked account (Sperrkonto) funded with roughly €11,904, an amount the Federal Foreign Office revises periodically. The funds must be in place before the visa appointment, so the conversation about finances belongs at the very beginning of the process, not the end.

*Treat every stage
of the process
as a deadline
in its own right,
not an afterthought
to admission.*

Myth three: "My programme is in English, so language does not matter"

Your lectures may be in English. Your landlord, your city registration office, your part-time employer and your bank rarely are. Students who arrive with even A2-level German settle faster, find accommodation and part-time work more easily, and are far better placed after graduation. We recommend starting German the moment you start shortlisting universities. For English-taught programmes, note that most universities and the visa authorities expect test-centre IELTS or TOEFL, not online alternatives.

The step everyone underestimates: APS (Akademische Prüfstelle). Since 2022, Indian students need an APS certificate from the Academic Evaluation Centre before they can apply for a German student visa. APS verifies your academic documents and, for many, involves a short interview. Standard processing takes three to four weeks, but in peak season it can stretch to two or three months. We have seen strong applicants lose their semester simply because APS was treated as a formality to be done "after admission". Apply for APS as soon as your final-year marksheets are in hand.

New from 2027: the dMAT

From the summer semester 2027 intake, many Indian master's applicants in engineering, business, management, economics, finance and commerce will also sit the Digital Master Test (dMAT), a computer-based assessment administered by g.a.s.t. that feeds into the APS process. The first sitting is scheduled for late September 2026. The German embassy has clarified that a low score does not by itself block an APS certificate, but universities will see the result. Treat it as a chance to demonstrate your strengths, and prepare for it seriously.

The visa: a calendar exercise

The German student visa from India now runs through the Consular Services Portal, with biometrics at VFS. Appointment availability varies by city and can take weeks; the decision itself typically takes six to eight weeks after submission. Stack APS, blocked account, health insurance and the appointment wait together and you are looking at three to four months from a completed application to a visa in your passport. For a winter intake starting in October, that means the visa file should be moving by May, and the APS application well before that.

What we tell every family

Start eighteen months out. Get your German started early. Keep your academic documents, transcripts and medium-of-instruction letters organised from day one. And treat every stage of the process as a deadline in its own right, not an afterthought to admission.

Germany rewards students who prepare properly, and the ones who do arrive on time, settle quickly and thrive. Helping students get there, without the last-minute panic, is what we do at iOverseas Education.





Your Education Digest: Snapshots of events that matter

Are you hosting an event for your institution?
Send us details, and we will be happy to feature relevant events
within this section of UCONNECT

Forum Highlights: Charushilla Narula, from University Connection, recently shared her reflections on attending a public dialogue at the Oxford Dharma Centre on AI, Consciousness, and Dharma Ethics, emphasizing that re-evaluating how we define "machine consciousness" is essential before attempting to answer whether AI can truly become conscious. She highlighted the event as an insightful convergence of perspectives, bringing together Swami Sarvapriyananda of the Vedanta Society of New York, Prof. Murray Shanahan, Principal Scientist at Google DeepMind and Emeritus Professor at Imperial College London, and The Reverend Dr. Andrew Pincent, former Research Director at Oxford's Center for Science and Religion and CERN particle physicist.

Through engaging exchanges, the discussion moved past superficial debates to probe the fundamental nature of selfhood, intellect, and consciousness. The reflections noted that while modern AI can generate sophisticated language, use the word "I", and simulate emotional response or reasoning, it lacks true understanding, will, intentionality, and transcendental goodness, referencing frameworks from works like *The Feeling of Life Itself* and *The Myth of Consciousness*. Ultimately, the panel cautioned against conflating intellect with consciousness and rushing to label high-functioning machines as conscious, concluding that the future of AI and organizations exploring these frontiers will depend on answering an ancient question: what does it mean to be human?



Investment Highlights: Shreyas Iyer, captain of India's T20 side, made a strategic equity investment in Manifest Global, marking his first-of-its-kind position to own a piece of the company rather than taking a fee to talk about it. He highlighted the partnership as an insightful convergence of purpose, emphasizing that he has personally lived the gap that Manifest Global hopes to close. Reflecting on his own journey, Shreyas recalled how, long before the captaincy, a schoolboy coach in Mumbai believed in him and backed his potential.

Through this alignment, the initiative addresses global workforce shortages projected to reach 85 million workers by 2030, pointing out that the crisis stems not from a lack of talent, but from a shortage of accessible routes for young people relying on hearsay and overburdened counselors. The reflections noted that Manifest Global is actively building the infrastructure to bridge this distance across platforms including Cialfo, BridgeU, Explore, Kaaiser Australian Education, and EduGo Abroad in over 150 countries. Ultimately, the partnership cautions against letting a student's starting point dictate how far their capability can travel, concluding that India's cricket captain betting his own money on the enterprise underscores an essential mission: backing talent early and doing it at global scale.



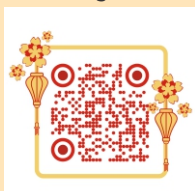
Panel Reflections: The Right Coll shared their reflections on participating in Mega Panel 3, "Future-Ready Learning: Preparing Students for an AI-Driven World," at ET Education's Great India School Summit 2026 alongside Col. Girija Shanker Mungali, Deepa Bhushan, Sunita George, Willibrord George, Dr. Vandana Lulla, Dr. Seemaa Negi, Vandane Ramani, and moderator Tarana Kaushik, emphasizing that while AI can draft a student's essay, it cannot define who they are.

Through key stage reflections, the discussion addressed signs of skill atrophy among students who rely on AI before engaging in their own critical thinking, cautioning against confusing rapid outputs with depth of thought. A significant portion of the reflection focused on the equity implications of AI in education, pointing out that whether technology bridges or widens gaps depends on who is taught to apply thoughtful judgment. The conversation underscored how these realities shape everyday work with students, advocating for AI as a tool for preliminary research, brainstorming, and organization only after individual thinking has taken place, so that final applications truly reflect the applicant rather than a well-prompted model. Ultimately, the panel reinforced that students who thrive in the coming decade will not simply be those who use AI the most, but those who can decide independently.



UPCOMING EVENTS

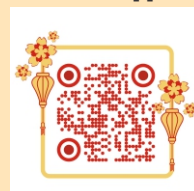
**IEC Admissions Roundtable:
Can You AI-Proof a Student?
College Counseling as a Trojan Horse**



**AI & University Admissions:
Emerging Trends and Insights**



**Open House: Meet Six International
Branch Campuses &
Explore Global Opportunities**

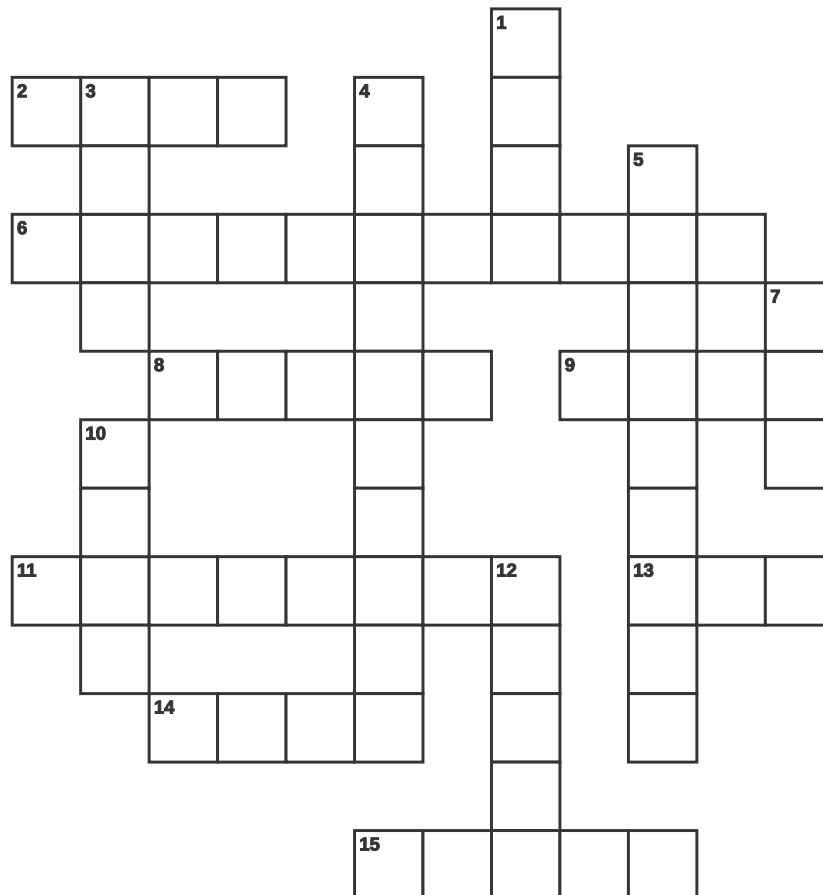




Check your Orange Quotient (OQ)

Global Admissions Crossword

Portals, entrance exams and application terms every applicant should know



ACROSS

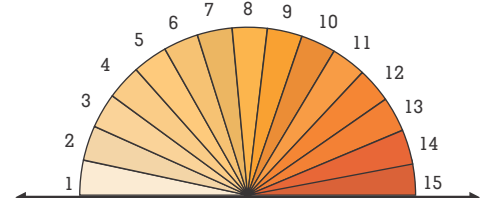
2. Common entrance exam for India's central universities (4)
6. Non-binding early US deadline that lets you apply early without committing (11)
8. US federal financial aid form (free application) (5)
9. Maths test required by Cambridge, Imperial and Warwick for economics and maths courses (4)
11. Status when a university neither accepts nor rejects you yet, and may offer a place later (8)
13. US test with English, Math, Reading and Science sections, scored out of 36 (3)
14. Computer-based test for UK medicine and dentistry applicants (4)
15. English proficiency test scored in bands from 0 to 9, widely used for UK, Australia and Canada (5)

DOWN

1. Single national entrance exam for medical courses in India (4)
3. UK's central portal for undergraduate applications, with a single personal statement (4)
4. Official record of your grades that your school sends to universities (10)
5. One application, many US colleges: the most widely used US portal (9)
7. US test scored out of 1600, now fully digital and adaptive (3)
10. UK admissions test required for law courses at many universities (4)
12. Internet-based English test scored out of 120, popular for US applications (5)

The Orange Meter

- DOWN**
1. NEET (4)
 3. UCAS (4)
 4. TRANSCRIPT (10)
 5. COMMONAPP (9)
 7. SAT (3)
 10. LNAT (4)
 12. TOEFL (5)
 15. IELTS (5)
- ACROSS**
2. ACT (3)
 6. EARLY ACTION (11)
 8. FAFSA (5)
 9. TMUA (4)
 11. WAITLIST (8)
 13. UCAT (4)
 14. UCAT (4)



Share your story via UCONNECT

We are proud to be connected with a diverse network of individuals and organizations that resonate with our mission of empowering career choices one student at a time. We welcome and value insights from students, parents, partners, and educators on a wide range of topics and issues, and look forward to sharing their perspectives.

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