

INNOVATE OR PERISH

The need to advance higher education in India, changing focus on pedagogical practices, integrating technology to enhance student learning, and importance of innovation were some of the topics discussed at the Education Times seminar

Empowering higher education
India needs to find a way to advance its higher-education sector. A McKinsey study reports that only 25% of India-trained engineers and 15% of finance and accounting professionals have the skill sets to work for multinational companies. The report also highlighted the dismal quality of education in many private colleges, where the curriculum is not in sync with the industry's need. ICRI aims to enhance the clinical research culture in the country to international standards of development, management and monitoring. For decades, foreign universities have been an integral part of India's higher education. Whitkids across the country with the financial means have left for highly regarded global universities to study. Many of these students never return, taking both their tuition money and their talent overseas. More than 100,000 students are currently studying in schools in the US, Australia, UK, and elsewhere. Over 100,000 pack up and head to study abroad every year, spending \$7 billion on tuition and housing due to the unavailability of career oriented courses in India. In order to make India a world class hub for education we need to bring in new technologies, new courses and set up new departments. To achieve this, reduce and capex, deregulate and grant autonomy to universities and offer liberty to access global institutions.

Paradigm Shift
The foundation of good teaching is to understand a child's attitude and then adopting to one particular way of teaching. There is more research now on how people learn and more specifically on how children imbibe learning that is never been done. It led to a lot of debate in the educational field and in the public domain about curriculum and pedagogical practices. These aspects of classroom transaction are as important as the content of the subject. Teachers are usually provided with syllabus which outlines what is to be taught with some dos and don'ts. Syllabus is often equated with curriculum. However, curriculum repre-



From Left to Right: Ashish Rajpal (CEO, iDiscover Education); Prof Deepak Pentel (Vice-Chancellor, DU); Ranjan Roy (Senior Editor, The Times of India); N K Singh (MP Rajya Sabha, Chairman & Board of Governors - MCI) and S R Dugal (CEO, ICRI)

sents the totality of planned learning experiences provided to learners to enable them to construct knowledge, nurture their domains of development, and grow up as responsible citizens. XSEED curriculum programme is a comprehensive curriculum that uses all elements to encourage children to construct their knowledge while also guiding them towards achieving their larger learning goals. It does so in an environment that reflects the classroom community, teacher, student and parent. Detailed learning experiences are designed to provide opportunities for students to explore concepts using manipulatives, represent their ideas in multiple ways to make their learning visible and use symbols and language to move from the concrete to abstract form of thought. The learning experiences provide scope for each child to develop at his/her own pace and at the same time scaffold the child to achieve the essential learning for the grade.

Integrating Technology
In the 21st century, knowledge is the most valuable resource, long-term success of our future generation is based on its ability to innovate and adapt. Education plays the most crucial role in that. Intel is actively involved in education programmes, advocacy, and technology access to enable our tomorrow's innovators. We believe that any true education transformations require sustained partnerships that can scale. We have introduced multiple programmes in public-private partnership mode in school education, teacher education, higher education sector etc. for this purpose.

Intel Teach Programme is a teacher-professional development programme that helps classroom teachers to effectively integrate technology to enhance student learning and important life-skills like critical thinking, problem-solving etc. The quality of education system can not

exceed the quality of its teachers and hence teacher quality improvement is the key issue on which we are working with various partners and state governments in India. We have been able to train more than a million government teachers and teacher educators across 20 states and 73 teacher education universities all over India in the last 10 years in this journey.

Pioneering Initiatives
One of the key activities of AEPIC is to promote education and training initiatives. These initiatives consist of the largest vocational training network for apparel sector. With its network of 52 centres and two campuses, the aim is to fill the strategic gaps in apparel and fashion education by creating work place ready professionals, integrated managers and innovation led designers to take the industry to a notch higher to influence and 'value-add' to the fashion-eco system as a whole, especially the export and domestic sectors in the coming years.



Embrace the latest
There are still many institutes which are following the syllabus which has become outdated. There are many institutes, which continue to teach Pascal and Fort Pro despite knowing that these computer languages have become archaic long ago. This attitude needs to be changed. To deliver quality education institutes have to equip themselves with the latest trend and technology. Majority of students which most of our institutes churn out every year are not employable at all. Our tech, archaic syllabus. The need of the hour is to implement a holistic educational system that would produce candidates which can be absorbed in industries.
SR Dugal, CEO, Institute of Clinical Research India

Role models needed

Over the years the world has changed drastically but not much has changed in our education system. This system demands some innovative ways that would be more in sync with the time. We have to be more receptive to new ideas and suggestions. Also, we do need some real role models other than Sachin Tendulkar and MS Dhoni. Though there are some icons like SR Khurshi but that's not enough. We need more such role models who can inspire our young generation. Our teaching methods also need some new ways to make learning an enjoyable experience.
Ashish Rajpal, CEO, iDiscover Centre for Education



Need for change

To a great extent our curriculum is future-driven whereas it should be student-driven. It is high time that we reverse the role and make education more student-oriented rather than the other way round. In our education system, students need to understand that why are they pursuing a particular course and where would it take them in future. Unfortunately, at present not many students are aware that why are they in a particular course. The nature of our curriculum must define the subjects of learning at first place. We need to prepare a road map for this type of a new curriculum.
Sharmila Katre, Sr Professor, Institute of Apparel Management



Empower students

Empowering students and infusing them with confidence and equipping them with a variety of skill sets would prepare our future generation to successfully meet the challenges of 21st century. Surely, in education a lot has been achieved but still there is a long way to go and there lies many challenges and to transcend these challenges, we need to make some changes within the existing curriculum. The need of the hour is to prepare students more in a real-life situation. But at the same time must understand that teachers still have a paramount role to play, they are the one who produce best amongst equals.



Anshul Sonak, Head of Intel India
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