

« STUDY IN INDIA



SUCHITRA SURVE

Director, Growth Centre, is a Post Graduate in Business Administration, has specialised in HR, and also holds a Post Graduation Diploma in Career Counselling

I am pursuing my BA. I plan to take up economics for my final year. What are the avenues after completing BA Economics.

—Miraj Bhasin

To get better opportunities one needs to have Master in the field. After your graduation, you can opt for the Masters in Economics. Various specializations offered by Universities are Macro Economics, Micro Economics,



Monetary/Financial Economics, Labor Economics, Econometrics etc. Economics graduates find job opportunities at entry level positions in Banks, Insurance firms, Investment Institutes, Finance, Stock Markets, Sales & Marketing, Education, Government agencies, Indian Economic Services, Import/Export firms, Market Research, Labor Department and so on.

I am class 11th student. I have been into sports since childhood. Is there a degree for the same?

—Rajesh Lobo



After class 12, you can opt for BSM/BBA (Sports management) /Bachelor of Physical Education [BPE] which is for 3 years. Post that you can pursue PG in sports management.

Which are the best offbeat career options for girls?

—Kiran Thakur

There are equal opportunities for girls in all fields and they are making their mark in all careers. Please base your choice on your innate ability and passion, rather than gender based. There are various options one can pursue like Photography, Wedding Planner, Food critic, Image consultant, Technical writing, Alternative therapy, Nutritionist, Fitness Trainer, Hair Stylist, etc. One has to be creative, a risk taker, innovative, should possess 'good networking skills and must have the ability to recognize upcoming trends.

If you have any queries for this column, contact us on education@aftermoondc.in



'CHILDHOOD TO LIVELIHOOD'

Founder of Magic Bus, Matthew Spacie, talks about his program that aims to bring children out of poverty by educating them, and what inspired him to start this initiative

By Tanishka Sodhi

Matthew Spacie, founder and Global Chairman of Magic Bus, works with more than 375,000 children and the young people in 77 districts of India, with the aim of providing them education, developing their skills and ultimately leading to eradicating poverty from their lives. He talks about his successful venture, Magic Bus, through which 79% of the young people trained under the program have got jobs with an average income of Rs. 8564.

What inspired you to start this venture?

I was at the Bombay Gymkhana playing rugby when I saw a group of youth standing at the periphery, watching the game in progress. These youths lived on Fashion Street, a popular destination in the heart of the city of Mumbai, and worked at the Gymkhana, parking cars and doing odd jobs. I invited them over for a

game of rugby. As the young children crossed the threshold of the ground and participated in the game over several weeks, I noticed something different in them – the ability to come together and work as a team. I decided to help them to come up in life.

Soon, it was this power of sports that played out in front of me. The experience left me with the idea of harnessing this power to enable these young people to get jobs and move out of poverty. So I placed them in jobs with the help of my friends and network. Imagine my disappointment when almost all the young people dropped out of their new jobs within a few weeks!

It is this that prompted me to think more about what is needed to prepare young people for employment. Through conversations with more young people and experts from the development sector, I committed myself to developing a longer term programme that builds core life skills from a younger age, that are honed later into employability, basic skills like communication, teamwork and problem solving. Coincidentally, all these skills are imminently amenable to an approach that uses sport as its basis.

Magic Bus was founded in 1999. In time it went from working with 30 children in a Mumbai slum to working with 3000 across Mumbai and by 2018 nearly one million children and adolescents had built their life skills with the organization. By 2015, a separate Livelihood vertical was formed and since then 15,000 young people have received training in Employability skilling, been taken on Exposure Visits to various work places and been enabled to transition into stable and salaried employment. The starting wage on average across the country is Rs 8500 per month. All this was premised on a single A-ha moment – that play and Sport can bring out the best in young people and make them confident and resilient citizens. It is this that enables the Childhood to Livelihood journey.

How do you enable the kids to get educated?

Magic Bus aims to motivate the children living in poverty towards regular school attendance, skill development, Adolescent Education Programme and Youth Livelihoods Programme. We believe that encouraging regular school attendance is one of the most powerful ways we can prepare a child for

success—both in school and in life. The goal of the Magic Bus' Education programme is to enable the first generation adolescent learners from underprivileged households to complete their formal education with a high level of life skills. This ensures that these young people have a high probability of completing graduation or vocational skilling and thereon moving into sustainable employment, thus moving themselves and their family out of poverty. Magic Bus provides an activity-based curriculum to impact individual behavior around education, gender equity, and life skills, along with a learning enhancement programme module for adolescents from the fifth grade to the eighth.

Is the quality of the education granted to these kids what it should be?

Yes, we provide quality education that provides:

- Work readiness module for adolescents in grades ninth and tenth
- Community Connect – involving and mobilizing parents in School Management Committees (SMCs)
- Activity-based learning input during youth's journey into work or education to engage, challenge and inspire individuals through experiential learning

In Mumbai, 166 young people have received employability skill training in the livelihood programme in FY17-18, in the two Livelihood Centers: Dharavi and Juinagar. Young people that have graduated from the Livelihood programme in Mumbai have been placed with top employers like Marks & Spencer, HGS, ICICI Prudential, Decathlon, Burger King, D Mart, Café Coffee Day and SBI Cards.

In Maharashtra, we have partnered with the Government through its Village Social Transformation Foundation (VSTF) to work with 1000 underdeveloped villages in rural Maharashtra. The initiative will focus on enabling secondary education for 1 lakh adolescents in the age group of 12-18 years from undeserved backgrounds and placement in work for 15000 youth by June 2019. The initiative will see School and Community based interventions on core life skills, learning enhancement and work readiness for grades VI to X. The project will also focus on mobilizing community stakeholders to take ownership for the quality of schooling in the area through activating and strengthening of School Management Committees. Youth on the programme will undergo employability

skills training and by 2019, 15000 youth will be placed in work in Maharashtra.

What, according to you, is the biggest problem faced in our education system? How can we work towards solving it?

Activity based learning and skill development education should be given more importance.

Briefly explain the skill training and sports activity sessions conducted in Mumbai Adolescent Education Programme:

The goal of the Magic Bus' Education programme is to enable the first generation adolescent learners from underprivileged households to complete their formal education with a high level of life skills. This will ensure that these young people have a high probability of completing graduation or vocational skilling and thereon moving into sustainable employment, thus moving themselves and their family out of poverty.

Outcome: Improved Life skills, Improved perceived self-efficacy, improved resilience, improved aspirations (education, livelihood), improved parental support for adolescent aspirations (particularly for education and livelihood), improved school enrollment, improved retention and grade progression (preventing drop-outs between grades) and improved regularity in school (attendance)

Youth Livelihood Programme: Magic Bus' youth-centered Livelihoods Programme connects the aspirations and potential of young people to available market opportunities. We build their employability skills and map job potential based on individual strengths and mobility. Magic Bus Livelihoods programme meets youth's diverse leadership, employment and training needs and fills critical gaps in the current value chain. We attempt to ensure young people from marginalized communities have the employability skills and knowledge that prepares them for the world of work.

What future plans do you have for the company?

To reach out to maximum children living in poverty and to educate them so that they can get a respectable job. We have received tremendous support from celebrities and top brands in this year's Benefit Dinner on October 26 that will help 20000 poor children.

Blurb: "I committed myself to developing a longer term programme that builds core life skills from a younger age, that are honed later into employability."



The key to transforming the Indian higher education ecosystem

By Dr. Supriya S. Shidhaye Principal, Vivekanand Education Society's College Of Pharmacy

of placements and perception of the institution in the minds of concerned stakeholders including employers.

The Government of India has rolled out key reform processes to lay the framework for sustainable growth and development of the Indian education sector. Higher Education Institutes (HEI) will be encouraged to adopt competitive benchmarking practices to raise the standards of Indian academics. The Ministry of Human Resource Development (MHRD) has stated that as part of the reform initiatives, research and innovation would remain the key parameter while assessing the performance ratings of HEIs.

As part of a quality mandate initiated by the AICTE and recommendations of the UGC, students will be mandated to refresh the fundamental concepts and improve language skills as part of a mandatory induction training. Universities will be required to design curriculums wherein 50% of the syllabi will emphasize on experiential and hands-on learning. Teaching-learning processes will be made more interactive with the increased use of Information and Communication Technologies (ICT). The quality mandate of AICTE to upgrade the learning standards in technical institutes remains a key focus area as only one-third of 7 to 8 lakh students graduating from engineering institutions across India are deemed employable. Also, only 50 percent fresh graduates join their core study areas.

The motivation behind initiating the reforms was the disheartening fact that that none of the leading Indian universities found a mention in the top 200 QS World University Rankings. With a view to get a correct assessment of the situation, the Government of India initiated a national ranking process with the establishment of the National Institutional Ranking Framework (NIRF) in 2015 under the (MHRD). The first results brought out by the NIRF in April 2016 and 2017 indicated that top ranking institutions in the country were mostly public funded central universities.

Institutions have been recommended to shift their instructional emphasis from an "input-centric and credential-focused" approach to a more "learner-centric" methodology. The transition is to be achieved revising curricula regularly, implementing a choice-based credit system, introducing continuous and comprehensive student evaluations and implementing a cumulative grade point system with new marking and grading schemes.

In order to upgrade the credentials of Indian HEIs and bring them on par with global standards, the NIRF has recommended the establishment of clear parameters which lay onus on faculty qualifications and experience, the quality of their publications, patents and projects with industry and university results. The parameters would also encompass key focus areas like mobility of students to high ranking universities across the globe, placements, quality

The Government of India and the MHRD have rolled out key reform initiatives to boost the global rankings of Indian universities and boost the country's learning systems. The initiatives chiefly focus on international collaboration, industry-institute partnership, innovations and interdisciplinary research which remain key to reorienting the standards of higher education and positioning India as a global education hub.

« STUDY ABROAD



ALISHA MASHRUWALA

is a Partner at OnCourse and a Harvard graduate, and is also a Psychology major with a minor in Economics

What is the difference between the MScAC and MSc programs in Computer Science at University of Toronto?

—Roopesh Kanoria

The University of Toronto—Department of Computer Science offers MSc (Master of Science) program in Computer Science and MScAC (Master of Science in Applied Computing). If you wish to apply current research in real-world situations, you should consider applying to the MScAC degree program. Most MScAC students plan to work in an applied research role within

industry after they graduate. If you wish to produce original research, you should consider applying to the MSc program. MSc students are more likely to pursue a PhD and a career in academia. The programs have a similar structure: students in both programs must pass four (4) graduate half-courses as part of the degree. However, MScAC students must complete an additional two (2) half-courses and an eight-month internship, whereas MSc students must submit a thesis.

What is the approximate duration of Masters in Product Design programs in Italy?

—Pankaj Menon

Most Masters in Product Design programs in Italy have a duration of 9 to 12 months.

My daughter is interested in learning Handbag designing in the UK. Can you please recommend a suitable short program and what are the approximate fees for the same?

—Roopa Swarup

London College of Fashion offers short programs of about 4 weeks duration Handbags: Fashion Drawing and Illustration. The approximate fees are about £400-500.

India bags 210 awards in Cambridge exams 2017-18

By A Staff Reporter

Cambridge International has conferred an impressive 210 Outstanding Cambridge Learner Awards on Indian students. The awards recognize exceptional exam performance in 2017-18 under four categories – 'Top in the World', 'Top in the Country', 'High Achievement Award' and 'Best Across'.

In total, 62 'Top in the World' awards have been won by students across India, out of which 28 awards have been bagged by the students in Mumbai. More than 40 per cent of the award winners in Mumbai have achieved this distinction – more than in any other city in India.

The Top in the World awards recognize students who have achieved the highest mark in the world in a Cambridge IGCSE or Cambridge International AS & A Level subject in the November 2016, March 2018 and June 2018

It is a matter of great pride for our school to be consistently getting exceptional results at Cambridge IGCSE. It is a tribute to our commitment to build a happy school and help every child dream big and excel holistically

Abhimanyu Basu, Principal International Curriculum, Dhirubhai Ambani Intl. School

Cambridge exam series. In the other three categories, 'Top in the Country', 'High Achievement' and 'Best Across', students in India have won 94, 44 and 10 awards respectively.

Abhimanyu Basu, Principal International Curriculum, Dhirubhai Ambani International School, said, "It is a matter of great pride for

our school to be consistently getting exceptional results at Cambridge IGCSE. It is a tribute to our commitment to build a happy school and help every child dream big and excel holistically. We encourage our students to bring in their own perspectives and take the experiential path to learning. We prepare children to identify their interests early on and develop them into their passion, inspiring them to 'Dare to Dream and Learn to Excel' and orient them to be lifelong learners."

The award winners from schools across the country will be recognized for their impressive academic achievements at a Cambridge Outstanding Learner Awards ceremony early next year. There has been a substantial increase in the popularity of Cambridge qualifications in India and around the world. Over 450 schools in India offer Cambridge programs and qualifications and the number is growing each year.