

TEACHERS' PG PROGRAMME LAUNCHED

Bengaluru: The Indus Training and Research Institute (ITARI) and The University of Bath, UK announced a strategic alliance to offer dual certification post-graduate teacher training programmes on Monday. The memorandum of agreement was signed between Prof. Jeff Thompson, CBE and one of the founders of International Baccalaureate Organisation, Prof Mary Hayden, Head, Dept. of Education, from University of Bath and Lt. General (Retired) Arjun Ray, PVSM, VSM, Chief Executive-Indus Training and Research Institute.

International education not about promoting western point of view

Deepika.Burli@timesgroup.com

He is considered the father of International Baccalaureate (IB), having played a key role in designing the curriculum way back in 1968. Nearly four decades on, **Professor Jeff Thompson** still believes a better understanding of international education is needed.

In Bengaluru to sign an MoU with Indus Training and Research Institute (ITARI) to launch teacher certification programmes in international education,

Thompson, Emeritus Professor at the University of Bath, UK, spoke to TOI about the curriculum's growing acceptance. Professor Mary Hayden, head, department of education, also shared her thoughts. Excerpts:

Is India a big market for international education?

India is home to a burgeoning number of institutions teaching international education. There are 584 international schools in the United Arab Emirates alone. China has 547. If we look at the numbers on another day, there will be more shockers because the curriculum is definitely growing. We need to promote curricula which are not regular and

IS IB DIFFERENT IN OTHER COUNTRIES AND IN INDIA?

“It is impossible to generalize as the programme has grown across the world. In the US, state-funded high schools and not private international ones offer the IB diploma programme. This reinforces the need to have a national framework for it. The importance of imparting international education through tools and aides provided by governments and NGOs is being realized

Prof Mary Hayden | HEAD, EDU DEPT

that's why it's exciting to come to India.

How would you define an international school in today's context?

Let's first look at what we are not about. International edu-

The Interview

cation isn't about promulgating the western point of view. Our own research has strongly indicated that people who are trying to forego their identity in the name of international education are actually farther from the truth. With diversity as the essence, people should be more competent and confident about their own identity. They should contribute to the cause of international education to promote a global mindset.

FOREIGN VARSITY, CITY INSTITUTE INK DEAL

The Indus Training and Research Institute (ITARI) and The University of Bath, UK, have joined hands to offer dual certification postgraduate teacher training programmes. University professors Jeff Thompson and Mary Hayden signed an MoU with Lt General (retired) Arjun Ray, PVSM, VSM and CEO, ITARI. The institute will offer PG-level professional IB teacher certification programmes in international

education. The programme is customized to meet the requirements of International Baccalaureate (IB) schools. The tie-up will offer masters in education (MA) with the IB Educators Certificate (IBEC). “In 2003, there were only 11 IB schools in India. Now, the number has grown to 132. The growth has led to a huge demand for professionals who are qualified to teach the IB curriculum,” said Ray.

How did it begin?

The idea behind formulating the curriculum was pragmatic – the International School of Geneva facing a problem back then. Having students who were the children of diplomats, United Nations workers or heads of multi-national companies from different countries, the school had to prepare them for a re-entry into their respective nations' higher education system.

That's when the need to have a curriculum, which could embrace education from around the world and which universities could accept, was felt. After a pilot programme in the school, the International Schools Examination Syndicate was formed, which metamorphosed into International Baccalaureate.

How arbitrary is international education since it has to be in sync with the world?

The curriculum is permanently evolving. It will continue to do so as the world is changing every day. We have to keep students updated with information about different cultures and countries. Initially, when the curriculum came into effect, the most frequently asked question was ‘what shall we teach’. Now it has changed to ‘how shall we learn’. When we at the University of Bath get students from India or interact with teachers during workshops and conferences, we feel they have a common characteristic – they are open to change.

What about affordability?

No doubt that affordability is a big challenge. Governments and NGOs in different countries have made efforts to make education more affordable. An interesting pilot programme in North Africa looks at designing low-cost schools which follow the IB curriculum.

PG dual certification course launched for IB teachers



Students perform Bharatanatyam at the signing of a memorandum of understanding between Indus Training and Research Institute (ITARI) and University of Bath, UK, to develop a teacher training programme on Monday. DH PHOTO

BENGALURU: A new post-graduate dual certification programme offered by University of Bath, United Kingdom at Indus Training and Research Institute (ITARI) in Bengaluru will allow teachers in International Baccalaureate (IB) schools to further develop pedagogical skills required to teach in international schools.

The Master of Arts course along with an IB Educators' Certificate course is to be completed over a period of two to five years.

“As most of the candidates we are expecting will be full-time teachers, the University of Bath offers flexibility on the duration of the course,” said Professor Jeff Thompson, who is also a co-founder of the In-

ternational Baccalaureate Organisation.

Resource persons from the university will have interactions with the candidates for a short period at the ITARI campus in Bengaluru and candidates will then complete their coursework by regularly interacting with facilitators in UK. The course will focus on development of research, analysis and critical thinking skills and the first batch will begin from March 2017 onwards.

Lt General (Retired) Arjun Ray, CEO of Indus Trust, said, “In 2003, there were only 11 IB schools in the country. In 2016, there are 132 IB schools which offer one or more of four IB programs.

This tremendous growth has led to a huge demand for teach-

The Master of Arts course along with an IB Educators' Certificate course is to be completed over a period of two to five years. The programme helps teachers interested in career growth abroad.

ing professionals who are qualified to teach the IB curriculum.”

The dual certificate programme will enable teachers to seek career growth abroad. **DH News Service**

Robot teachers will be imported

To build Bengaluru's first 'School of Future', the Indus Group will collaborate with University of Glasgow with the vision to prepare students for life, and not only for college with the use of technology and artificial intelligence.

Lt General (Retired) Arjun Ray, chief executive, Indus Trust said 30-40 per cent teachers in the near future will be robots. "Machine-thinking technologies can unlock a child's potential. We are going to import four robot teachers and reprogram them."

He also emphasised the importance of teaching competency when he said, "Subjects are going to be replaced by competencies,

and subjects are going to be a medium to develop those competencies. Academic rigour is being redefined to include critical competencies such as innovation, critical thinking and entrepreneurship. The current education system in India systematically discourages innovation. We believe that reform must be driven by a new purpose of education, where education prepares a student for life that is volatile, uncertain, chaotic and ambiguous."

Indus Training & Research Institute signed a memorandum of understanding with the University of Glasgow in the presence of Kiran Mazumdar-Shaw, who

focused on curiosity being the ultimate weapon for knowledge.

Kiran Mazumdar-Shaw, CMD at Blocon Limited, awarded the University of Glasgow Honorary Doctor of Science in 2008, was the keynote speaker. She stressed on the fact that it is important to have a sense of purpose that would bring about a sense of focus and curiosity, which in turn would lead to forming the energy to innovate.

"It is important for schools to focus on curiosity driven learning. There is also need for project-based learning where there is a big opportunity for industry to partner with schools," she said. BMB

'We need to blend tech, curiosity-based learning'

Deepika.Burli@timesgroup.com

To foster innovation and technology in schools, Indus Training and Research Institute, Bengaluru, signed an MoU with the University of Glasgow.

The two institutions will collaborate on joint research projects on technological solutions and interventions in the areas of leadership, teacher training and curriculum development. In an interview with TOI, **Prof Anton Muscatelli** (FRSE AcSS), principal and vice-chancellor of the Universi-

The Interview

ty of Glasgow, spoke on the inevitability of using technology in education today and the need for the process to be more inclusive on a social level as well.

How vital is technology for educational advancement?

I think education faces massive challenges and it is believed that technology has a disruptive influence on it. But we need to look at technology for the fantastic opportunities it brings with it for the future. I represent one of the leading universities and I feel more schools and universities must embrace technology in the educational sphere.

What are the areas where technology can improve educational progress?

The way in which we use applications to enable students to pursue more critical thinking at the school and university level determines how useful a tool it can be. There is another area, of social justice which is

There's been an increase in the number of collaborations with leading foreign universities and those in India. Is there a specific reason?

India is really interesting at the moment because it's a country that grows rapidly. It has demography that's very different from other nations in Asia. Most of all, it's becoming a country from which we will learn a lot in future. How it transforms itself from an emerging economy is fascinating. It will be important for us to watch India and learn a great deal from it



key to the University of Glasgow, since 25% of Scottish students on our campus are from low economic backgrounds. Diversity is important when we are looking at technological advancement within the institution. It's all about including everyone in the progress made by the education system.

Some say chalk pieces and a blackboard are enough to impart knowledge while others think 21st century education needs technology.

Let me explain this with an example from our own university. Since the beginning we have been teaching our medical students in traditional ways through classroom lessons. However, in early 2000, we decided there's a need for an active way of learning and brought in technology to classrooms. But soon we realized that we needed the best of both. You need to inculcate technology and curiosity-based learning but sometimes you have to impart knowledge in basic disciplines as well. They have to work together.

How did the idea of using technology in education germinate at the University of Glasgow?

When we started off, we wanted to make sure we don't use

technology just for the sake of it, instead develop something that could do what classroom teaching couldn't. This also involves using newer ways of conducting assessments like vocal feedback. When students hand in their submissions, teachers would typically have to correct them and scribble a few words, giving their assessment. But we found that isn't an active process. So now we're making vocal assessments a more effective form of feedback. Moodle, in this sense, is used by us as a virtual learning environment which students find more convenient as well.

Do you think we are over-dependence on technology while we're increasingly bringing it into education?

What we have to learn and teach others is how best to use technology in the first place. Our research students are told to never use online material readily available while pursuing their projects. Instead, we try and encourage them to create knowledge, learning how to differentiate right information from wrong ones. So, I don't think there is over-dependence on technology, but we need to know how to handle it and how we teach our students to make use of it as well.