

# Indian educational miracle

Cooperation is stronger than competition, and for the education of the future method of content delivery is more important than the content itself. About this and also about the features of the Indian educational system, we talked to members of "Fishermen's Fund" Anna Thunder and Boris Protein that in September this year he visited the mission in India.

Anna Grumpily the representative of the Eurasian Economic Cooperation Organization (of EOES) Boris Becomesomething Director, "national Association of technology in education", the Fishermen Fund

## Why is India?

**Anna:** The founders of the "Fishermen's Fund" realized that their ambitious ideas should be presented not only in Russia but also abroad. Then we asked the Eurasian frame and thought that in India the education market is suitable for to start with it. First, because of the population: only officially it is home to 1.3 billion people, and among them are the consumers of all strata — rich, middle class, poor. It's the people, wishing to form, and those who do not know about your desire.

The second factor is geographical location and India's cooperation with partner countries. We come in this country in the BRICS and other international organizations, giving more opportunities for synergy in order to jointly achieve the goals.

Third, actually: India — why not?

**Boris:** This trip was history. At the EdCrunch conference we met with the Director General of a transnational educational platform edX, Anant Agarwal, the. He invited us to see with your own eyes on the education system in India.

## It might be interesting:

The Northern lights: secrets of the success of school reform in Finland

We had an interesting experience — how to expand education in open environments with universities, Internet, education centers, centers of certification. India is one of the most advanced countries in this respect. In India today a huge army of software engineers who were able to enter the global labour market through new forms of education. In fact, we went to this educational miracle.

Here grows the educational miracle: this is one of the Central streets of the city built, at the entrance to the campus NIIT University.

## What stands before us in the context of international cooperation?

**Anna:** We aim to increase what can be called social capital, to increase the level of trust people have for each other, cultivating social relationships, the strengthening of the Alliance and to continue to interact. These further interactions can be of any kind — economic, cultural, social. Social capital is a lift which gives each of us the opportunity to become better and achieve more, however pathetic that sounds.

Our goal is to education were to use social lift 100%, to be the author of life: I'm here, and I want to be there.

**Boris:** It is clear that to compete in the future global world will be the platform, not the content. [math.hw](#) And global education projects can be realized only by clubbing together. What is good about India — there are many initiatives in education in global markets.

The views of the government quarter.

We saw that in India are very good performers, and there is a request on the invention. For example, they have a well-posed system of distribution of products around the world, but the product must first be invented. I felt that I needed and the ability of the Russian experts to come up with new, innovative solutions.

## With whom will we compete, cooperate with India?

**Boris:** The Fund relieves contention on space cooperation gives participants the opportunity to enter the global market.

## It might be interesting:

Mark Sartan: "the Ideal school — one where you do not want to leave"

For example, edX is a platform for content, it can communicate this content in any part of the world. But, in my opinion, to become a full-fledged educational environment, this platform lacks a number of modules that relate to the testing, evaluation, immersion process in training Tutors, gamification, technology cognitive perception. Or they are, but there is no Protocol connectivity between them. We understand that you need to create communication protocols for all these modules to the center of the system stood a man and it is possible to form the soft skills.

Education is now out over the rapids of the universities, and we think that it is important to create the conditions for learning in different environments that a person could be successful within the Eurasian territory.

**Anna:** Boris was well revealed one of the main promises of the Fund — cooperation vs competition. The synergies that give global unions, priceless: one head is good, two is better. If we think about the ideas that unite the world, the scale increases, these societies.

EdX, Khan Academy and others do not become enemies for centuries-old universities, and gave them new life.

**Boris:** In an educational environment there is a tremendous cost: many things are duplicated, each doing something for yourself. One of the functions of this Eurasian frame to remove internal pressure to expand the horizons of cooperation to the Eurasian space, to start cooperating people within the country to work on a global scale. When horizons are expanded, people have removed the barriers of mistrust and they begin to understand why to work together.

## The educational system in India

**Anna:** Indian education system resembles the English system and the American. Here there are public and private schools (under the schools, I mean all that relates to K-12 and universities), and two different rankings, two different systems of world order. And there is a third segment of the educational centers. During the trip we spoke with representatives of all three sectors of education.

To each according to his merits: lessons from the Singapore experiment

At the invitation of the head of edX, we met with the management of NIIT. It is an old organization with an interesting business model. At a time when the computer became personal, they have created educational centers and trained a large number of users computer literacy. From the moment they evolved at a rapid pace and in the Indian market and in other countries. They have the direction of K-12, corporate direction (they improve the competence of people in different business areas) and a special craft and applied areas. From NIIT even has its own University, which they call the University of the future.

Campus one of the universities, IIT (Indian Institute of Technology). very similar to the campus Massachusetts Institute of Technology (MIT), though gives the Indian "should not pay attention to the little mess"

Private University, where we were — it's AMITY, in which there is active international policy. The University is expanding, for it is interesting.

In the private University Amity (one of the largest in India).

## Education in India — it is available to wide layers of the population?

**Anna:** There is no single answer. In India 1.3 billion people, sufficient in number, and rich and poor. Of course, the latter are less likely to receive a good education, it is only available through scholarship programs and additional efforts. However, the trends that have now blended learning, MOOC, — such opportunity is given.

**Boris:** It is important to understand that there is 30% of the population is aged 0 to 14 years. India was a colony 50 years ago. With a weak educational infrastructure education is physically less accessible — brainer, there are so many schools and kindergartens for the number of children.

But they try to replace a physical environment is digital, and in this respect, NIIT leads. 30% of the population are children aged 0 to 14 years.

They have, for example, there are several educational TV channels, but then it became clear that the TV is not in every family. But smartphones are getting cheaper — so the content can be put through them. NIIT to collect content around the world and adapt it in English in India should be slow and easy. Monetization is due to receive diplomas.

Eurasia is a huge market for educational products, there is one billion people. If we're not going to make it to this train, everything will build without us and then come to us to offer the content in Russian language.

## What are we going to give India?

**Boris:** We can offer the names and stories. We have seen that in the global education market is highly valued Russian mathematical school. The Indians know this: if they want to withdraw the application in mathematics of the Chinese market, for example, the Russian mathematics will contribute to this.

Education in contemporary Japan: how it works?

Now there are a number of solutions with the Association of applied mathematicians. But there is a request to the Russian school in various spheres, including in new branches of science — such as space exploration, bioengineering. Cooperation with Russia is of interest to them in connection with the production and broadcasting of a new type of knowledge that we already have.

## **That is, Russia is a brand?**

**Anna:** Russia — a separate country and a separate culture. Our goal was the extension of our own initiatives and seek opportunities for joint projects. The idea of business and educational battles, competitions between students: this can involve Russian and Indian team of developers, programmers and other professions. A similar project — student championship in business management, which is implemented by Ranepa for about 10 years. This may be an example of that in synergy many problems are solved more effectively.

Students of NIIT University are no different from Europeans — the same open.

## **What would you like to take from India and implement the?**

**Boris:** I liked how the system of education support from the state, and not directly with money. In particular, when we discussed the video lectures that they create, I asked where they have this huge array of data is stored. And it turned out that they have state data centers, and the universities themselves are not being spent on the hardware. If in Russia the state could take the responsibility of providing technical capacity, data-centers — it could significantly reduce the costs of universities, and universities would be easier to cooperate in terms of exchange of knowledge.

Extensive and intensive education

**Anna:** In India, we felt the trend of state support of commercialization of scientific developments. This trend we would like to stress here. Even Boris mentioned Russian mathematicians who, as the iconostasis, is positioned in India. I would like to not less importance was attached to them here.

**Boris:** Even the educational market of India opened to foreign investment, unlike the Chinese, for example. That is, if you go to Central Asian markets, it is better to do it through India to China, not Vice versa. The government in India realizes that will not pull itself to the development of education for 1.3 billion people, so only happy investors.

## **And in the Russian education no one wants to invest?**

**Anna:** Want to do is not the same thing.

**Boris:** We have a market of 146 million people. In Asia, we are the smallest.

**Anna:** The number is one thing, but there are the politics. The existing embargo restrictions play a role. Investors with great care participate in transactions. Another factor is infrastructure. We now have access to the Internet more than ever before, but many areas out of coverage. That is, even of those 146 million, not all have access to what we say.

However, in the Indian metro we met a boy, an Indian, who went to Saransk to study in medical school.

So we have attractive opportunities for education, but for investment — still little.

## **What positive effects do we expect from cooperation with India?**

**Boris:** The first positive effect we have sounded disappears internal competition, there is cooperation between universities to enter the international market. The Russian market is very small, but even at that, various educational organizations, government and other producers of educational products, very few are linked. When the "Fishermen's Fund" announced by the Eurasian frame, we began to address the universities, which began to look for points of cooperation to enter a new market.

We have in the education system don't think about positioning: no describe yourself, no presentations. And suddenly people first begin to think about the target audience, business models and so on. When doing the race with strong training results much better.

We want to make the exchange among mid-level managers in educational institutions with the Indian and Russian sides. Because it often happens that the leadership itself according to the changes, but when it comes down to performance level, everything dies.

So we want the people visited each other to enrich and enrich. This is the magic of travelling — the whole process of learning should occur through the skin. You need another system to live, to feel. They need to feel Russia, we need to feel India.