

'Educational improvement takes time, we cannot rush it'

GET GOING Enhance equity and equality of education to improve student learning

KumKum Dasgupta

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Like a show stopper in a fashion show or a lead actor in a movie, every conference has a star speaker. At the 17th Global Development Network's Annual Global Development Conference, the celebrity speaker among an array of highly qualified academics and influential policymakers was Finnish educator, author and scholar Pasi Sahlberg. The topic of the conference, which was held in Lima on March 17 and 18, was Education for Development: Quality and Inclusion for Changing Global Human Capital Needs.

"The world is talking about the Finnish school system. So I am keen to hear Sahlberg," one of the conference attendees, a professor in Britain, told me during the lunch on the first day at the rooftop cafeteria of the conference venue, Universidad del Pacifico. "It's a holistic system that helps both high achieving and low achieving students achieve their best," she explained, as we went for a second helping of ceviche, a popular sea food dish.

The 57-year-old Sahlberg wears many hats: He has worked as a schoolteacher, teacher educator, researcher and policy adviser in Finland and has studied education systems and reforms around the world. His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership.

Sahlberg's best-seller book - Finnish Lessons 2.0: What

PASI SAHLBERG: A MAN OF MANY HATS

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Lessons 2.0: What can the world learn from educational change in Finland - is an account of how the northern European nation built its world-class education system in four decades

One lesson from the Finnish system is that educational improvement takes time, we cannot rush it, he says

Second, is enhancing equity and quality of education, he says



can the world learn from educational change in Finland - is an account of how the northern European nation built its world-class education system in four decades. The book traces the evolution of the country's education policy and highlights how they differ from the US and much of the rest of the world.

"The Finnish story is a story of building a long-term improvement on commonly shared inspiring vision of the future of the school, political consensus, and professionalising the teaching profession," Sahlberg, who is currently a visiting Professor of Practice at Harvard University's Graduate School of Education in Cambridge, MA, told HT Education in Lima, Peru.

He added improvement in quality will only come when policymakers and educators realise that education is seen as part of "social complex" that is surrounded by other public

policy sectors". "One lesson from the Finnish system is that educational improvement takes time, we cannot rush it. Second, enhancing equity and equality of education has turned out to be the winning strategy in improving the quality of student learning," explained Sahlberg, who has been an adviser to many governments and international organisations.

Educational equity means early childhood education for all children, funding all schools so they can better serve those with special educational needs, access to health services for all children in all schools, and a national curriculum that insists that schools focus on the whole child rather than narrow academic achievement.

Thanks to this holistic education system that focuses on quality than quantity, Finnish students have been consistently scoring near the top in

the Program for International Student Assessment, or PISA, for reading, mathematics and science.

The Finnish system has been independently evaluated by several organisations and academics. One such evaluation was done by Janet English, an American educator who is now using the Finnish teaching methods in her high school.

In her very engaging blog - www.globaleducationproject.org - she writes that extensively about how teachers function in the system: "Teachers aim to connect students emotionally and intellectually with the content. It is common for teachers to give students a choice in what they want to learn within the Core Curriculum".

Commenting on the Indian education system, where enrollments have reached almost 100% but learning levels have been poor, Sahlberg says, "Increasing access eats resources that would be required to maintain or improve the quality of education. As it often happens the enrollment gains bring significantly more children to schools who would benefit from special education or more individualised educational approaches. When resources are scarce this will not be possible. Without investments in equity, quality of education most often suffers".

Prime Minister Narendra Modi recently said that the government is planning to overhaul the education system. Hopefully, the focus this time around would finally be on quality than quantity.

JAMIA MILLIA INTRODUCES NEW COURSES FOR FRESH BATCH

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Jamia Millia Islamia is introducing new courses from the academic session 2016-17. These include MA (politics: international and area studies); MA (Arab-Islamic culture); MTech (computer engineering); MTech (electronics and communication engineering); MA (social exclusion and inclusive policy); certificate in Chinese language (part-time); diploma in Chinese language (part-time); intensive diploma in Chinese language; and BA LLB (hons) (self-financed).

There will be a common entrance test for admission to diploma courses (regular and self-financed) of University Polytechnic, Faculty of Engineering and Technology, JMI. BA with computer application has been merged with BA programme and its total intake has been increased to 65. Candidates are required to register themselves at <http://jmi.ac.in/onlineadmissionform>. The last date for online submission of application forms is April 21, 2016. Visit visit the university website (www.jmi.ac.in) for more information and eligibility details.

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Great ways that will help you overcome distraction

SURVIVAL GUIDE



SAMIR PARIKH

We all do tend to get distracted, it could be during our work, while studying or even when in the middle of completing some household chores or any other activity. In fact, one can get distracted even while having a conversation with a friend. Here are a few points to be kept in mind to help get rid of such distractions:

- 1. Minimise external distractions:** These distractions are often the easiest to overcome, as they are within your control. This would include keeping your phone on silent or switch off mode, and away from your work area and keeping your work table clutter-free, etc.
- 2. Clearly communicate your efforts:** Often, despite your efforts there could be distractions that are not within your control. It is therefore important that you express your needs clearly and communicate well with those around you.
- 3. Manage your time effectively:** If you have too much to do or too many things play-

ing on your mind, it becomes difficult to concentrate. Therefore, try to plan your day well in advance, and assign each task a reasonable amount of time, so that you can avoid worrying about the things left to be completed.

4. Avoid multitasking: We often think we can save time by accomplishing more than one thing at a time. By doing so not only will we end up spending more time on completing a particular task, but in the process might not be able to give it our best.

5. Identify reasons for lack of interest: Getting easily distracted could also be due to an under-

lying resistance towards a particular task, be it a lack of interest, confusion or lack of clarity about the task to be accomplished, or not recognising the value of the task at hand.

6. Get adequate sleep: Getting adequate sleep is also essential to prevent you from getting distracted easily. An individual who is sleep deprived is likely to get fatigued easily, both physically as well as mentally. Therefore, make sure that you get a minimum of 8-10 hours of sleep every day.

7. Practice cognitive exercises: To improve your attention and concentration, practice puzzles, mazes, Sudoku etc. Cognitive stimulation can also prove to be beneficial in improving your concentration.



ISTOCK

from page one

Ranking for varsities ...

as the quality of the underlying data. Enormous effort was spent on making sure that data are scrutinised carefully to remove as many inconsistencies as we could spot. We used some automation (statistical tools), but more importantly a large number of senior volunteers (without a conflict of interest) for this purpose. Wherever available, we used data from independent sources. Wherever data collected from institutions was used, they went through very strict scrutiny. Wherever we did not have confidence, we desisted from doing a ranking. That is another reason, we did not rank all categories.

Data vetting is the key in ranking institutions further. "A random sampling method must be in process and any data that looks out of the ordinary must be reexamined. Technology must be employed at the highest level and government must seek support of agencies that have expertise in this area. Physical verification of infrastructure is out of question in a country that is so large and an education system that is so complex," adds Srithar.

DATA VERIFICATION A BIG CHALLENGE

The general nature of the NIRF rankings also brings into question the verification of data.

Prasad says, "This was one of the biggest challenges for us operationally. Data-based objective rankings can be only as good

as the quality of the underlying data. Enormous effort was spent on making sure that data are scrutinised carefully to remove as many inconsistencies as we could spot. We used some automation (statistical tools), but more importantly a large number of senior volunteers (without a conflict of interest) for this purpose. Wherever available, we used data from independent sources. Wherever data collected from institutions was used, they went through very strict scrutiny. Wherever we did not have confidence, we desisted from doing a ranking. That is another reason, we did not rank all categories.

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My research is focused on the structure and maturation of flaviviruses. Flaviviruses include pathogens such as dengue, West Nile, yellow fever and Zika virus and impact millions of people around the globe.

How was your experience being part of the research team that decoded Zika virus?

Given our experience with dengue and other flaviviruses, structure studies with Zika were a natural extension. We heavily relied on the expertise that Richard Kuhn, Michael Rossmann and Ted Pierson's research groups have gained over many years of work with different flaviviruses. Purdue has state-of-the-art biological safety level II laboratories, cryo-electron microscopy facility and necessary infrastructure that made

Zika virus...

He is the director of the Purdue Institute for

Inflammation, Immunology and Infectious Diseases and head of Purdue's Department of Biological Sciences.

How did you zero in on a college abroad?

Research, resources and faculty are what I looked at when I was zeroing in on a graduate school for PhD.

What is your research area and focus?

My research is focused on the structure and maturation of flaviviruses. Flaviviruses include pathogens such as dengue, West Nile, yellow fever and Zika virus and impact millions of people around the globe.

the structure studies feasible in a short time-frame. This was a collaborative project between Richard Kuhn and Michael Rossmann at Purdue University and Ted Pierson at National Institute of Allergy and Infectious Diseases. The team also included Zhenguo Chen, Lei Sun and Thomas Klose, who are post-doctoral research associates at the university. Each person in the team brought with them their unique skill sets and contributed to the success of the project. Zika virus is a bag of unknowns and inspires tremendous scientific curiosity. We have just scratched the surface and we will continue our efforts to deepen our understanding of the virus.

Your future plans?

I plan to pursue research as a post-doctoral fellow after I defend my PhD thesis.

Do you wish to contribute to research in India as well?

My research interest lies in the field of infectious diseases; many of which are endemic in India. Therefore, I will be connected to research in India either directly or indirectly. Research in any country requires funds, infrastructure and opportunities.

GAURI KOHLI

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The Knowledge@Wharton invites applications from students aged 15 to 18 years to be a part of the two-week High School Global Young Leaders Academy Summer Programme 2016.

As a part of the programme, students will get an opportunity to attend lectures by faculty from Wharton, educators and business executives. The students will also get a chance to go for corporate visits, team-building exercises and guided tours to historic places around Philadelphia, New York City and Washington DC. They will also get to be a part of a community-service project and receive a certificate to recognise their volunteer hours. On successful completion of the programme, students will be certified by Knowledge@Wharton High School.

The idea of the programme is to promote entrepreneurship, leadership, business and finance skills among high school. Apply before April 30, 2016. The two-week programme will cost US \$5,000 (approx ₹332,978) per student which includes tuition, on-campus lodging and boarding. International travel, visa application fees and insurance is excluded. Visit <http://wharton.braingainmag.com>

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