



INDIA TEACHER RESOURCES

EDUCATION

India's Cram-School Confidential: Two Years, One Test, 40,000 Students

The town of Kota, India is known for its cramming schools. In 1991, Kumar Bansal found the school, Bansal Classes, to help students prepare for an extremely competitive ITT test. It costs up to \$1,500 a year, a high price for Indians to pay. Kota, India was in a major decline and the cramming school helped its economy greatly. Many shops, restaurants, clothing stores, etc have emerged and are catered towards the 16 and 17 yr. old students in the cram schools. About 13% of the students are female and wear a uniform (light-blue polo shirts), whereas the boys that attend have no uniform. There are too many applicants for India's ITT schools (the top 8,600 out of 310,000 applicant scores are accepted for admission). Bansal Classes concentrates on preparing its students for the "prestigious Indian Institutes of Technology" entrance exam. The seven ITT schools are "statistically tougher to get into than Harvard or Cambridge...Students study full-time for two years just for one entrance exam..." Rohit Agarwal, a student, stated "ITTs seats are limited but boys trying to get in are unlimited."

Bellman, Eric. "India's Cram-School Confidential: Two Years, One Test, 40,000 Students," 30 September, 2008, The WSJ.

Let's Read Together

"14-year-old Milena Lurie set up a library in a Tamil Nadu (one of the 28 states of India) orphanage(Lady Lynn Joyful Home for Children)." Global Literacy Project was started in Rutgers in the State University of New Jersey. The organization establishes libraries and ultimately teaches children how to read and write; the goal is to globalize literacy. Milena Lurie found out about the organization through her mother's friend, and began working with family members and few companies; she managed to ship over 5,000 books to Tamil Nadu and ten other village schools. The kids are most interested in moral and foreign stories, as well as picture books. This has helped the kids improve their English and learn to read and write their own language. Teachers have also benefited from the library because they can get resources for each from, as well as learn a little themselves.

Iyer, Vaidehi. "Let's Read Together," SPAN: September/October 2008, 10.

Teach for India

Teach For India is a spin-off program of Teach For America. The program will begin in Mumbai and Maharashtra in June 2009 with approximately “100 highly talented graduates and young Indian professionals” (Varma 7). The participants are not required to have a teaching degree. They are required to undergo a rigorous course to help them adapt to the classroom and make a bigger difference. Also, they are paid as any other teacher in that position and also receive a stipend for transportation and housing. The organization is funded by Texas-based Michael & Susan Dell Foundation, along with some individual donors. “According to the UN, a third of all Indians are illiterate and perhaps 42 million children, aged 6 to 10, do not attend school” (7). Shaheen Mistri, who is leading the India initiative, says that the program will greatly “influence teachers and make teaching inspirational” (7).

Varma, Rich. “Teach for India,” SPAN: September/October 2008, 7.

Filmmaker: School Crisis Coming

Bob Compton made a film “2 Million Minutes” in which he analyzed the cultural gap between children in the United States and those in China and India. He concluded that the American kids are slowly being left behind due to the wrong ideals and materials stressed in our culture. He questioned students in both India and America on what they wanted to be as an adult. A majority of the students in India responded with scientific and engineering careers, whereas American students responded with more entertainment-related careers. Compton stated his belief that if the cultural mindsets don't change that America's future children will eventually be left behind in the rapidly developing world. All other countries have such a high growth rate that America is at risk for getting left behind, if people continue on this trend of entertainment careers.

Bentley, Rosalind. “Fillmaker: School crisis coming,” 5 October 2008, AJC.

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Bellman, Eric. “India's Cram-School Confidential: Two Years, One Test, 40,000 Students,” 30 September, 2008, The WSJ.

Duke Expands India Offerings As US Schools Seek Foothold

India has been unable to satisfy the demand for educators in its universities; it's currently experiencing a small shortage of workers. Only 9% of India's college-age students have a college educational background and, about 160,000 students leave India each year to study abroad, and only two Indian universities have ranked in the world's top 500 universities.

Duke University is hoping to expand its programs already in India. The university wants to operate complete, official master's degree schools in India. However, due to the country's strict regulations on foreign schools, it is not possible as of yet. During last year's visit to India, in which American university leaders pushed for legislation to allow more operating freedom to foreign universities, India's leaders did not adopt the legislation. Duke, as well as other schools, are hoping that this will change and that they will gain more votes in favor of the less strict rule, allowing the schools to set-up masters level institutions. Currently, the rule requires that all foreign schools in India be either separate (free-standing and not branch of US offerings) or coordinate with an Indian University partner. Duke hopes to hire an Indian-based faculty and open two new research centers.

Anand, Geeta and Brittany Hite. "Duke Expands India Offerings As U.S. Schools Seek Foothold," 16 October 2008, WSJ.

Education Push Yields Little for India's Poor

40 percent of India's population is under the age of 18, and India is forced to deal with its weak public education system. Both enrollment and attendance are higher than ever before. However, the quality of public education has sunk deeply. Government schools, with the exception of government-financed high-quality universities, have become similar to daycare for those lower on India's social ladder; families that cannot afford to send their children to private institutions elsewhere as many Indians do. A 2007 survey done by Pratham, an Indian organization made to better education, throughout 16,000 villages found that although more students were attending school, more students could not read, write, or perform basic math. "Among children in fifth grade, 4 out of 10 could not read text at the second grade level, and 7 out of 10 could not subtract." Some educational experts suspect illiterate parents help decrease numbers, due to a lack of help at home. Other experts blame neglect, poor public funds, and a lack of motivated teachers. On the upside, Indian society and the government are beginning to place more value on education as India itself grows and establishes its place in the economy. Presently, India invests about 4% of its GDP into its education system and India's government proposed to "triple its financial commitment over the next five years." There is much to do and it will be a long and hard struggle for India's educational systems, but not impossible.

Sengupta, Somini. "Education Push Yields Little for India's Poor" [The New York Times](#). 17 January 2008.

Agri Business Managers Congregate for Cornell University Sathguru Initiative
Mangers will be brought together by Cornell University and Sathguru Management Consultants from Hyderabad, India at the "Food and Agri Business Management

Program” in Cochin. Agribusiness has had many opportunities for business and new technologies, while supplying their own products to the world. There are private public partnerships, technological increases, dismantling of subsidies, and altering consumer preferences. This program is intended to close the gap between the experience of executives while they advance their roles in the global Agriculture and Food Industry. It was formed on cooperation between Cornell and Sathguru and the Agriculture and Food industry stakeholders from South and South-East Asian regions. There are two modules of this project which takes place in Indian and in the USA.

Agri Business Managers Congregate for Cornell University Sathguru Initiative." 20 Mar. 2007. 23 June 2008
<<http://www.zdnetindia.com/news/pressreleases/stories/173257.html>>.

FACT SHEET: U.S.-India Agricultural Knowledge Initiative

President George Bush and Indian Prime Minister Dr. Manmohan Singh announced the U.S.-India Knowledge Initiative on Agricultural Education, Teaching, Research, Service, and Commercial Linkages (AKI). This initiative seeks to facilitate technology transfer, trade, and investment and increase agricultural research, education and extension, which should later yield to increased prosperity for farmers and agricultural growth. This started with a fund of \$8 million in 2006 and ended with a total \$24 million in 2008. Many activities have been accomplished in four areas including food processing and marketing, biotechnology, water management, and university capacity building. There have been programs to strengthen agricultural markets, a workshop to improve legumes through genomics, workshops for water resources management, and grants to improve India's universities, while working with counterparts to improve India's library and information systems.

U.S.-India Agricultural Knowledge Initiative Fact Sheet." United States Department of Agriculture. Nov. 2006. Foreign Agricultural Service. 23 June 2008.