

COLLEGES IN TURKEY SPECIAL



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May 06, 2019

## Review

### IN MY VIEW

Rohit Sethi,  
Director,  
ESS Global

### DIRECTOR'S INSIGHTS

Harsha S. Aluri,  
Director IT,  
KL University

Turan Aksoy,  
Director

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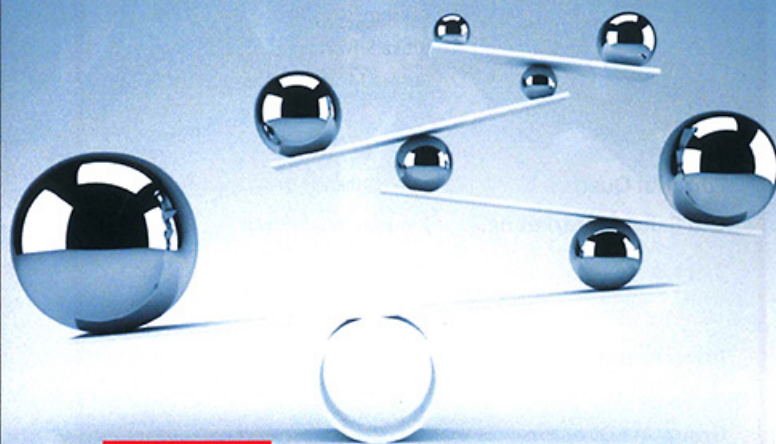
- A two days course covers the fundamentals of enterprise risk management in a fast-paced, interactive environment
- Learn about the theory and practice of risk management in-line with the ISO 31000 framework
- Use of case studies and current affairs to bring material to life

## Duration

- 20 hours of classroom delivery

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## Course Curriculum

### Introduction to risk management

- What is risk and risk management?
- Why manage risk?
- Attributes of effective risk management
- Key risk management disciplines

### The risk management process

- Communication and consultation
- Establishing the context
- Risk assessment
- Risk identification and analysis tools


### The risk management process continued

- Risk profiling – consequence
- Probability matrix – risk registers
- Risk appetite and tolerance
- Risk treatment
- Risk transfer
- Business continuity management
- Monitoring and review

### The risk management framework and embedding a risk culture

- Risk management framework
- Embedding risk management
- Risk policy
- Being a successful risk manager
- Benefits of risk management

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**Editorial**

## A Place where East Meets West

**T**urkey, a place positioned at the crossroads of East and West, is fast attaining a reputation as an ideal destination for international students seeking quality educational qualifications. According to a report by the Council of Higher Education (YÖK) shown in 2017-2018, there are 1,25,138 international students in the country. Offering a rich field of choices for international students, the quality of Turkish education system is also reflected in the international ranking of Turkish institutes. According to The Times Higher Education BRICS & Emerging Economies Rankings 2017, there are 22 Turkish universities in the top 500 university list, 9 Turkish universities took place among the top 800 world universities ranking by Quacquarelli Symonds (QS) in the UK, and 19 Turkish universities took place among the top 1000 world universities ranking by METU Informatics Institute. With an increasing number of universities offering programs in English, the higher education sector in Turkey has undergone a virtual revolution in the last couple of decades. It is not just the number of universities which has increased markedly but the quality of the education offered has also greatly improved too. Even the 'Türkiye Scholarships' programs offered in Turkey are becoming increasingly popular amongst Indian students who apply for government-funded universities alongside nationals of more than 175 countries.

Today, apart from the ideal mix between East and West, the quality of the education and teaching body at Turkish Universities offers students a world of opportunities to obtain the skills they will need for a global world. This issue of Higher Education Review Magazine showcases a list of "10 Most Promising Universities and Colleges in Turkey for Indian Students – 2019". We strongly believe that it is important to bring such institutions to the limelight, so that, their ideologies and methodologies can inspire other institutions around the globe. Hope this feature helps you in your future endeavors and we achieve our mission.

Your thoughts are always welcome!

Deepshikha Singh  
Managing Editor

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Turan Aksoy,  
Director

# ARKIN UNIVERSITY OF CREATIVE ARTS AND DESIGN

A Unique Platform for the  
*Creative International Learners*

# TRENDS TO LOOK OUT FOR IN THE OVERSEAS EDUCATION INDUSTRY IN 2019

By Rohit Sethi, Director, ESS Global

*Dealing in study visa since last 15 years ESS Global is an educational recruiter of distinction, combining excellence with innovation. ESS places a high value on providing its clients with a fulfilling educational experience in their chosen discipline. An international qualification equips students not only with vital skill sets, but also a global mindset that broadens the mind and allows students to easily slide into the multiethnic, multilingual workplaces of global corporations.*

According to the Reserve Bank of India (RBI), more Indian students are now going abroad to pursue higher education. In fact, spending on tuition and hostel fees by Indians studying overseas has gone up by 44 percent from \$1.9 billion in 2013-14 to \$2.8 billion in 2017-18. While the US, Canada and the UK remain the key destinations for them, students are now increasingly opting for Australia and EU countries as well. In a recent statement, Rod Hilton, deputy high commissioner of Australia in India, said that his country is now accommodating 68,000 Indian students. The statistics indicate that Indians will continue to flock to foreign countries for educational purposes in the next few years. And, with 2019 just around the corner, let's have a look at the trends that will shape the overseas education industry the forthcoming year.

## Courses that will remain popular

STEM courses (Science, Technology, Engineering, and Mathematics) have always remained the top preferences for Indian students, and 2019 will see no exception. From software engineering to computer programming and accounting to statistics, they will take up STEM subjects to get lucrative job opportunities following the comple-



An international qualification equips students not only with vital skill sets, but also a global mindset

tion of their degree. With several universities around the world tying up with industrial bodies make their curriculum more relevant to today's jobs, STEM courses will still be in high demand next year.

## Unconventional courses catching the attention of Indian students

As per recent data revealed by 2018, Open Doors Report on International Educational Exchange, Indian and other





international students in the US are now showing a strong interest in off-beat courses like marine engineering, geophysics, game design and development. One main reason behind the shift in their demeanour is that these interdisciplinary courses are not easily available in their home countries. Also, as parents in India become more supportive of their children's career choices, students are no longer shying away from choosing the road less travelled. In 2019, unusual courses are expected to strike the chord with more Indians enrolled in foreign universities.

### Rise of specialized courses

With the ongoing 4th industrial revolution and rapid progress in automation, machine learning and AI (artificial intelligence), traditional job roles are evolving and new jobs are coming up. In line with the changing times, modern employers are now lookout for people who are skilled in these specialized fields. This explains why some specialized courses such as Robotics, Automation and Mechatronics are likely to

witness demand in 2019. Other than that, disability programmes and infection control courses seem to gain popularity among Indian students heading abroad.

### Most preferred countries for higher education in 2019

#### US

As mentioned earlier, the United States will be the top international destination for Indian students in the coming year. According to a statement by the USIEF earlier this year, with over 186,000 Indians studying in the US, they make up 17 per cent of all overseas students in the country. In 2019 too, the North American country will attract lakhs of Indian students who wish to strengthen their curriculum vitae.

#### Canada

Canada is another country that has been the favourite destination for Indian students for years. Unlike the US, the Canadian government allows them to stay back in the country and get the work permit after they finish their post-graduate degree. Es-

pecially, following the introduction of the SDS (Study Direct Stream) Programme, there has been a significant rise in the number of Indians applying for a student visa for Canada. As we come to the end of another year, the numbers are speculated to further go up.

#### Australia

Cities like Melbourne and Sydney have remained the favourite destinations among the Indian students. However, in 2018, there was a noticeable shift towards new regions such as Gold Coast, Adelaide, Perth, and Northern Territory. In Australia, students tend to opt for postgraduate courses as having a master's degree paves the path for permanent residency.

#### UK

While the number of Indians studying in the UK has dropped alarmingly due to strict student immigration laws and lack of stay-back opportunities, the government is now looking to increase the inflow of international students. In fact, a cross-party group of British Parliamentarians plans to change the country's post-study visa policy. If the post-study work visa is reintroduced, more students will turn to the UK for higher studies. Also, the one-year master's course offered here ensures relatively lower expenditure and faster entry into the workforce.

#### Other European countries

Germany, Ireland, Latvia and a few other European countries are also emerging as popular study destinations for Indian students seeking quality education.

# ARKIN UNIVERSITY OF CREATIVE ARTS AND DESIGN

## A Unique Platform for the *Creative International Learners*

By Deepshikha Singh

If a rewarding and successful international career in the Creative Industries is your goal and you already love to create, imagine and execute your ideas in a productive way then consider studying at a new unique university in the enviable Mediterranean location of Cyprus. The Arkin University of Creative Arts and Design (ARUCAD) came into existence in 2017 and is completely focused on educating and nurturing creative learners and prepare them with the skills, knowledge and confidence to successfully follow a wide variety of creative careers. Completely and exclusively dedicated to the fields of Art, Design, and Communication, ARUCAD welcomes students from different parts of the world, who have an strong desire to apply their creative minds, artistic and design skills. Located in North Cyprus, in the heart of the idyllic coastal town of Kyrenia, the University ensures its students an educational environment that is gloriously quiet and peaceful with a full range of sports, leisure and recreational activities close by.



### **TURAN AKSOY, DIRECTOR**

TURAN AKSOY IS RECTOR OF ARKIN UNIVERSITY OF CREATIVE ARTS AND DESIGN AND A PRACTICING ARTIST. HIS PROFESSIONAL PRACTICE FOLLOWS A MULTIDISCIPLINARY APPROACH USING A WIDE VARIETY OF MEDIA WHICH HE BELIEVES TO BE ESSENTIAL TO CONCEPTUALIZE HIS CREATIVITY AND THOUGHTS AND PRODUCE HIS ARTISTIC WORKS. THE FOCI OF TURAN AKSOY'S WORK FROM THE 2000'S CONCERN NEOLIBERAL POLITICS THAT SHAPE VIRTUALLY EVERY AREA OF OUR DAILY LIVES, NEOLIBERALISM'S REDUCTION OF THE DISTANCE BETWEEN INDIVIDUAL AND COMMUNAL LIFE AS WELL AS THE ABILITY TO OBJECTIVELY VIEW THIS EFFECT. IN LINE WITH THIS, AKSOY HAS EXHIBITED AT A NUMBER OF SOLO EXHIBITIONS, INCLUDING; "THE WAITING UNIT" (2007 ROXY EVENT CENTRE), "THE GLOWING THING" (2010), "DUST AND RUSH" (2011) AND "A PORTRAIT; RESTLESS" (2013 PI ART WORKS), "A GOVERNABLE PARADISE" (2015 MILLI REASÜRANS GALLERY), "HAYALI" (2017 ART ROOMS GALLERY).

ARUCAD has invested in the latest avant-garde facilities and infrastructure at its campus that include spacious classrooms with the finest equipment, Mac Labs, an Innovation Hub, Film and Photography Studios and, unique to the regions, state-of-the-art Glass and Ceramics workshops, transportation is provided to and from campus to the nearby luxurious student accommodation facilities. Being ardently determined to fill the absence of world-class art and design education in Cyprus and the Mediterranean region, ARUCAD has set its goal to become one of the most innovative, creative and reputable Universities in the region, whereby its students continuously improve their creative productivity through interdisciplinary and cross-cultural programmes based on traditional, contemporary and emerging art and design teaching and learning and technologies, whilst adhering to the inseparable link of theory and practice," says Prof Antony Eddison, Director of Global Engagement & Partnerships, ARUCAD. Consider-



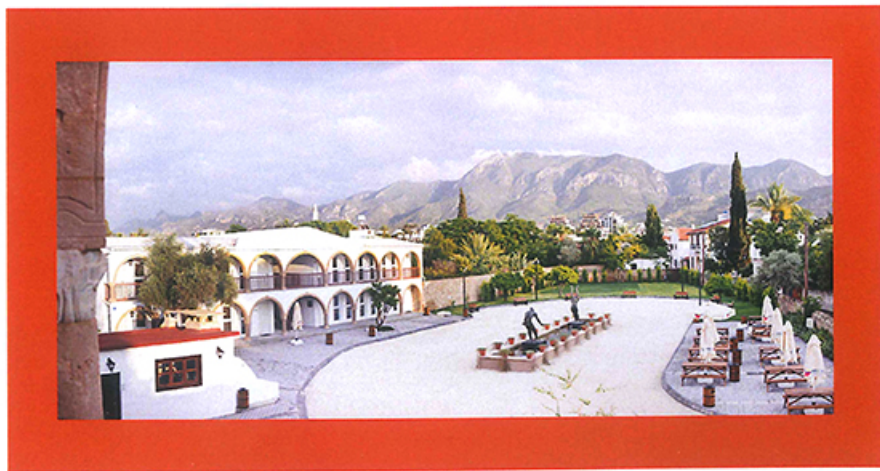
ing the Universities' unique way of imparting knowledge and warmth towards overseas students has resulted in the enrolment of a number of international students since the ARUCAD's establishment.

Turan Aksoy pinpoints, "We follow a unique learning approach viz. studio-based 'learning whilst producing, producing whilst learning'- an education model that aims to connect experience, critical thinking, and practice in order to generate a new generation of highly creative and professional reflective practitioners. We always challenge our students to think unconventionally." The University currently has three faculties- Faculty of Arts, Faculty

of Design and Faculty of Communication, where a range of Bachelors courses are conducted. The specializations that are offered, includes Plastic Arts, Photography and Video, Industrial Design, Interior Architecture, New Media and Visual Communication Design.

### Cultivating Excellence

One of the many reasons why Indian students fly to a foreign land for obtaining a course is unequivocally the Universities' teaching and research quality. Raising the standard high in terms of having world-class faculty members, ARUCAD has left no stone unturned in including a team of academic staff that comprises National and International leading artists and academicians who are well-known in many artistic platforms. "We want our students to be trained by the experts in their fields, whether they are highly acclaimed academics, or expert creative practitioners and technicians. In addition to highly qualified academic staff, we have a wide range of technical support staff and visiting international lecturers who are also practitioners," proudly says Turan Aksoy. The University



assures the students that they will be rewarded with many once-in-a-lifetime opportunities at ARUCAD and get the chance to meet world famous professors and be a part of an international artistic network.

In an attempt to enable students to learn concepts practically, the University conducts regular workshops and events which perfectly allow the



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students to evolve as knowledgeable and skilful graduates. Further, the University has taken the incredible initiative to let students work in Cyprus and help them with the living expenses by integrating internships and work placements into the study programmes. "Each international student steps into a foreign country with lots of dreams and uncertainties and we clearly understand this. Hence, we in addition to rendering continuous assistance from student support staff also offer excellent pastoral care during their study at ARUCAD," adds Prof Antony. Facilitating the international students in financial constraints as well, the University extends a generous range of scholarships and bursaries based on the performance at interview, the portfolio of creative work and previous academic achievements of the prospective international students.

ARUCAD also has an integrated School of English whereby students can improve their competency in English alongside their creative studies.

Turan Aksoy shares, "Although ARUCAD started only two years back, it has achieved a lot. From the establishment of first official FabLab in Cyprus to the commencement of the first state of the art glass and ceramic facilities in Cyprus and international exhibitions at our two art galleries to partnerships for dual award degrees with great British universities, ARUCAD is growing by leaps and bounds." Marching smoothly and confidently towards the realization of its goal, ARUCAD is resolute to render the Indian and other international students to take away with them incredible research, academic and campus experience which will open the door of matchless opportunities.

# HIGHER EDUCATION *Review* 10 MOST PROMISING UNIVERSITIES AND COLLEGES IN TURKEY FOR INDIAN STUDENTS - 2019

**C**hristered as the bridge between the East and the West, Turkey is literally a cultural melting pot where people of all cultures and faiths can feel at home. With this kind of cultural diversity, Turkey has become a popular study abroad destination with many prestigious universities and courses to choose from. Almost all of the major Turkish universities teaching international students offer courses which are taught exclusively in English. The factor that captivates the international students anyway, is the warmth and hospitality of people of Turkey. Besides this and the scholarships and world-class education, students also choose Turkey for its vibrant social life, multicultural society, and rich historical background.

The Country's low living cost and affordable tuition fees also make international students choose Turkey over the country for attaining their education abroad. Degrees granted by Turkish universities are recognized across the world and many of the Universities encompass finest facilities ensuring an enriching campus experience to the students. The education quality of the Country is of a high standard offering incredible scholarships to interna-

tional students leading the path for stress-free student life at Turkey. Students are welcomed in the campuses in a friendly way and almost all the University ensures that the international students should not face any discrimination or difficulties during their course tenure followed by beatifying them with wonderful employment, research, and practical learning opportunities.

We understand that how much an international student has to spend for fulfilling their abroad education dream and it's natural for them to expect a productive return on their investment. Helping the students to get an insight on different facets of a Turkish institute, we at the Higher Education Review have come up with the '10 Most Promising Universities and Colleges in Turkey for Indian Students - 2019' where only a handful and the best to none institutes of Turkish has been compiled in the list. Our expert panel, researchers and academicians have taken extra care in selecting the institutes keeping in mind the demands and expectations of the young population of the country. We hope this effort will enable you to find the students' true and appropriate study abroad destination.

# 10 MOST PROMISING UNIVERSITIES AND COLLEGES IN TURKEY FOR INDIAN STUDENTS - 2019

Institute Name	Location	Description
Arucad Arkin University of Creative Arts and Design	Kyrenia, North Cyprus	Arucad Arkin University of Creative Arts and Design creates students' ideas on art, design and communication fields and focuses on to be the best art and design institute.
Baskent University	Etimesgu, Ankara	Baskent University is providing state-of-the-art education to students from all over the world who have utmost respect towards culture and heritage and are competitive.
Isik University	Sile, Istanbul	Isik University is committed to maintaining all academic honesty and integrity. The students of the university gain a good vision and conviction about life and profession.
Koc University	Sariyer, Istanbul	Koc University has world-class faculty members who deliver excellent educational programs in creative manners to the students from different parts of the world.
Kutahya Dumlupinar University	Tavsanli, Kutahya	Kutahya Dumlupinar University aims to educate individuals who have professional competencies in various fields with scientific research and service to the society.
Maltepe University	Maltepe, Istanbul	Maltepe University inculcates scientific thoughts and knowledge among the students. The education imparted at the university makes the students grow holistically and they reach the top of their fields of work.
Nigde Omer Halisdemir University	Bor Yolu Uzeri, Nigde	Nigde Omer Halisdemir University teaches students who have ethical and cultural values, participates actively in classroom activities and are highly enthusiastic about science, technology and art.
Nisantasi University	Sariyer, Istanbul	Nisantasi University creates dreamers who would change the world for better through their imaginations. They break the barriers that decelerates the learning pace of the students.
Sabanci University	Tuzla, Istanbul	Sabanci University realized the need for more individuals to support the advanced science, technology and social structures and the education imparted at the university produces highly skilled individuals who could work at any part of the world.
Social Sciences University of Ankara	Altindag, Ankara	Social Sciences University of Ankara produces leaders who are creative, critical thinker, team builders and audience attractor. The university acknowledges students' cooperation in every educational and non-educational activities. In education, they prioritize the most current areas of research.

## Başkent University: COMBINING THEORETICAL KNOWLEDGE WITH PRACTICAL EXPERIENCE TO PROMOTE TECHNOLOGICAL, SOCIO-ECONOMIC AND CULTURAL DEVELOPMENTS

Higher education institutions are much greater than academic centers as they play a vital role in preparing high-level human resources to assist in national development. Başkent University was formed from such a development perspective. While many universities and research centers have failed in adjusting their interests to national requirements in many countries, the Başkent University focuses on developing differentiated and effective academic systems in accordance with global knowledge society standards and national interests. "In response to Turkey's need for high-quality institutions of higher education, the Organ Transplant, and Burns Treatment Foundation which has been in operation since 1980 made the decision to turn its existing complexes into a university. After the

foundation of the first hospital in Ankara on September 16, 1985, Başkent University was launched in 1993, for the purposes of educating individuals who uphold Atatürk's principles, embrace science as their guide, have a national consciousness, have an inquisitive, productive, analytical and integrative mindset, are respectful to human rights and nature, and are creative and innovative," narrates Prof. Dr. Mehmet Haberal, Founder and President of Başkent University.

Başkent University, the first foundation university to teach health sciences in Turkey, is committed to assisting students in building valuable life and professional skills. The university's mission statement says: "Our ultimate aim is to raise analytical, innovative, and creative minds holding the principals of Atatürk as self-evident truths and seeking science,

sharing it in an objective manner for the benefit of humanity and the world; promoting the development of technological, socio-economic and cultural levels by conducting research and spreading science." True to their mission, the university offers students an opportunity to learn through the 'practicing and living method,' which allows them to learn more than one foreign language, receive art lessons, and improve their self-esteem through 'student-based practices.'

Recognized as the first university in Turkey with the International Organization for Standardization (ISO) certification, Başkent University is one of the leading universities in the world, which promotes a student-centric education system along with a special emphasize on industry-best practices. "What makes Başkent University different from other institutions is our capacity to design programs and curricula according to changing global demands, such as the establishment of the first Biomedical Engineering Program, Technology, and Knowledge Management Program, and Health Care Management Program. Additionally, Başkent is the leading University on the international accreditation of programs and provides its graduates with a diploma supplement label and ECTS label of European Union. That is why our alumni surpass their peers in the job market and in their professional lives. Our institution is the most popular foundation university in Ankara based on the

Prof. Dr. Mehmet Haberal, Founder and Founder President  
President of the Executive Supreme Board

Prof. Dr. Mehmet Haberal, MD, FACS (Hon), FICS (Hon), FASA (Hon), FIMSA (Hon), is a world-renowned transplant and general surgeon. In 1975, Mehmet Haberal performed the first living-related kidney transplant in Turkey. Alongside his active career in organ transplantation and burn treatment, he was an early participant in the move to create private non-profit higher education institutions in Turkey by establishing Başkent University. He has dedicated the past 30 years to ensuring that Başkent University provides the highest standard of education and health-care services on a national and international scale.





Student Placement Exam Results of Turkey,” Prof. Haberal said.

Situated in Bağlıca, 20 km away from Ankara city, Başkent University welcomes students to a vivid campus life enclosed with five million trees and many state-of-the-art facilities. Above all, the university hosts a great number of international student population, which now represents 32 countries across the globe. Prof. Haberal shares that “Foreign students often prefer the capital city Ankara, where Başkent University is located. Well known as the safest city in Turkey with the lowest crime rates, Ankara houses a multitude of museums, cultural centers and activities. Additionally, its lively social context offers a high quality of life to its inhabitants.” In every aspect, Bağlıca Campus offers students a dynamic living and learning environment. With over 100 student clubs and societies, students are encouraged to take part in a variety of



where all scholarships lasting for the duration of the education period of the students.

Allowing students to improve their competitiveness, Başkent University also provides a diverse array of internship possibilities through their well-connected strategic partnerships with other national as well as international institutions. The university supports theoretical knowledge with practical experience by giving the internship opportunities in its 36 health and training institutions across the country. Prof. Haberal adds, “Internship is compulsory in specific departments at Başkent University, and it is a prerequisite for graduation. In every department, there are training coordinators to organize and carry out the training and internship of the students. Başkent University, owning the Extended Erasmus University Charter allows the students to fulfill their training obligation in Europe.”

Since 1993 Başkent University has grown up steadily with its staff, student and alumni. With many distinctive and significant resources and benefits that differentiate it from the other universities, Başkent University meets the needs of more than 15,000 students at both the undergraduate and

graduate levels. Currently, Başkent University administers a Faculty of Medicine as well as ten other faculties, a state conservatoire, seven academic and research institutes, seven vocational high schools, two private high schools, two hotels for practical training, a TV Channel and a Radio station (with global broadcasting capabilities) and an orchestra. In addition, with its 13 hospitals and outpatient clinics, 10 independent dialysis centers, and two rehabilitation centers, Başkent University is part of the national medical network and is the leading health care provider in Turkey, second only to the Ministry of Health. “Today, Başkent serves both the healthcare and education systems as a 3rd Generation University with an internalization policy of global reach while encouraging innovation, technology development, and entrepreneurship by supporting all the needs of society. On its 25th Anniversary, Başkent celebrated becoming a bridge from Tokyo from Buenos Aires. Moving ahead, Başkent University envisions becoming an apex in every area of advanced health practices as a benchmark with its high-quality education at international standards,” Prof. Haberal concluded.



social, cultural and sporting activities. In terms of financial support, the university has formulated several merit-based scholarships for students. All students enrolled at Başkent are eligible for a scholarship if and only if they show high achievement in their studies. Currently, 61 percent of students are receiving scholarships,

# THE RADICAL CHANGES TAKING PLACE IN EDUCATION SECTOR

By **Dr. Michelle Deaker**, Chief  
Executive Officer and Managing Director,  
OneVentures

**T**he transformation of the education sector presents many opportunities. The education sector is in the process of transformation, rapidly becoming the new frontier of investment for venture capital (VC) and private equity (PE) firms. Educational programs are changing so they are cheaper, more efficient, and more tailored to the exact needs of the student - from primary school to university.

Even as primary and secondary schools are adopting digital curricular, a survey by consultants McKinsey found 60 percent of teachers in the US lack the digital resources they need. For science and languages teachers in earlier grades, the figure is over 70

percent. In Australia, some 40 percent of STEM teachers do not hold a degree in science or mathematics.

In tertiary education, institutions are looking to boost enrolments, which have been stagnant or falling in a number of countries. The issue is affordability.

Various commentators, including President Barack Obama, have called for competency-based education (CBE). Like Intelligent adaptive learning (IAL), this involves the personalisation of education. Students are only taught what they do not know, and are assessed on what they actually learn, rather than on their attendance in classes. With CBE, a course bypasses what a student already knows.



**Dr. Michelle Deaker**

*Michelle established OneVentures in late 2006, coming into the venture capital industry as a successful IT industry business owner and entrepreneur. Michelle has extensive experience in the development of high growth technology companies, a strong background in Australian R&D and expertise in global business expansion. Michelle has over 10 years' experience in research and development with leading Australian universities and CSIRO where she not only worked in technical areas but also in corporate public affairs. She holds a Bachelor of Science (First Class Honours) (double major in Physics and Chemistry) and with both Commonwealth and CSIRO Postgraduate Research Scholarships and numerous publications, was awarded a Master of Science and a PhD in Applied Science.*



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The solution is to make courses shorter, cheaper and more effective. One of the US government survey found that about one quarter of students was enrolled in courses that involved at least some degree of distance learning or coursework via the Internet.

In Australia, the University of Queensland can accommodate up to 200 students in its Virtual Classrooms wherein classes are recorded that enables the students to listen to it later, according to their convenience. Virtual Classrooms can also be used for team-building activities, which encourage the interaction between students.



Like the University of New South Wales, many of our universities now offer blended learning, including tutorials and lessons online. Companies like Smart Sparrow, is now working with over 55 institutions globally, to facilitate the online learning experience through their platform, where lessons are created using rich interactive content that provides intelligent feedback like a personal tutor and analytics to the teacher on student attainment. One such course implementing the technology for mechanics saw the failure rate drop from 30 percent to fewer than 7 percent with an overall increase in mastery. Rich simulations that are interactive, engage the students in the learning environment closer to gamification.

### **Businesses Embracing Change**

Businesses are embracing the change, developing in-house educational institutions to ensure their staffs maintain a competitive edge. Education is becoming more virtual, more digital and less associated with physical campus. Mobile devices, games and VR will increasingly play a central role in education.

And non-traditional, digital teaching is likely to become far more common. Juniper Research sees 2016 as being the watershed year for Virtual Reality (VR) headsets and expects that the new technology will transform entertainment over the next five years. As entertainment changes, so will education through mobile devices.

In a recent study, Philadelphia's Einstein Medical Center found that over one third of babies aged one year had touched or scrolled the screen of a mobile device such as a smart phone. By two years of age, over one quarter of children were using mobile devices for at least an hour a day.

Technology is personalising the educational experience, to match the exact needs of each student. IAL captures every decision that a student makes. That decision is then analysed in terms of learning theory: the student's path within and between lessons is then adjusted accordingly. In essence, IAL combines Artificial Intelligence with teaching. Sometimes, IAL engages children through games on smart phones or other digital devices. Some students, who have difficulty in focusing on learning, are able to concentrate on games for hours.

Employers are also investing in education. According to a recent McKinsey report, only about 40 percent of employers in the US believe that their new employees have the skills that are needed for success.



Businesses are embracing the change, developing in-house educational institutions to ensure their staffs maintain a competitive edge

The process of transformation is complex, and involves many different companies at varying stages of development. Many of those companies are small, nimble and innovative. They are precisely the kind of companies that need assistance from VC and PE firms. For countries like Australia, which are substantial exporters of educational services, schools and universities have no choice but to embrace the changes, signally the end of traditional blackboard teaching as we know it, or used to know it. It is time for education and learning to move into the 21st Century.

# SKILLING STUDENTS PLAYS A MAJOR ROLE IN MAKING THEM CONTINUOUSLY EMPLOYABLE

By **Sanjay Padode**, Secretary, Centre for Developmental Education, IFIM Institutions & **Dr. Srividya Raghavan**, Chairperson of Center of Excellence in Entrepreneurship and Associate Professor for Marketing, IFIM Business School



**Sanjay Padode**

*Post the completion of his obligation as the CEO of Religare Technova, Sanjay was keen to dedicate his self to the cause of education and took over as the Secretary of Center for Developmental Education a not for profit society which runs the IFIM Business School. Besides managing this Business School, Sanjay is working on establishing a University and a K-12 school.*


**E**merging technologies have been making jobs redundant and creating new jobs, since time immemorial. The evolution of technology has been the fastest pace in the last two decades. Hence, it is no surprise that the rapid evolution of technology has resulted in the extinction of many job roles and birth of many more job opportunities. Take, for example, the Recruitment Business: A decade ago, it was a people-centric business where who one knew and what one knew mattered in being 'found' by recruiters. Recruiters good at people skills and networking had an advantage in this space.

Today, with LinkedIn profiles, online job portals, and corporate job pages, search for talent amongst hundreds and sometimes thousands of applications can be carried out by a simple Machine Learning algorithm that can be adapted from freeware available on the Internet. There is little an experienced recruiter can do in this environment to keep himself relevant except to reskill and see how such algorithms can be improvised.

With advancements and changes in the market moving rapidly, employability remains one of the biggest challenges of the century. Skills are perhaps the most important indicator of employability since both knowledge and attitude can be gauged by the skill displayed by the candidate. While knowledge is a cognitive dimension, assessed through written or oral examination, and attitude through observation, skill is the only component of learning that can be gauged by overt behavior. Of the three outcomes, the behavioral outcome is the only one that can determine

the potential of a candidate to perform a job. While one may have knowledge – only skills can determine whether the knowledge can be translated into productivity.

Traditionally, tertiary education across the world laid emphasis on knowledge dissemination whilst vocational education focused on building skills. This model is fast becoming redundant as soft skills are becoming dominant and an integral part of tertiary education whilst hard skills are fast becoming redundant with the penetration of automation. New age skills such as learning to learn, problem-solving, design thinking and creative thinking are becoming the dominant skills for employability. The traditional focus of skilling to address low-level jobs has to be changed to deliver the new age skills in order to keep the workforce employed.



New age skills such as learning to learn, problem-solving, design thinking and creative thinking are becoming the dominant skills for employability

As the level of education increases, there is usually an increased focus on knowledge component, rendering students less and less skillful. This was a useful format in the days when the basic skills were already in place and students only acquired new knowledge to upgrade their skills on their own. However, new age skills required today cannot be acquired overnight; they need to be practiced and perfected at all levels of education. For example, while a student of statistics maybe skilled in the premises of data analysis, with Big Data taking over as a dominant data source, the data scientist requires a completely different set of skills to do the same job a statistician did a decade ago. Automation and robotics can quickly replace a lot of the work that was done by accountants and financiers. It is up to these professionals to update for relevance in the future and this requires skill more than knowledge. Higher education must start titling the balance of their offering from dominant knowledge dissemination to skilling and reskilling.



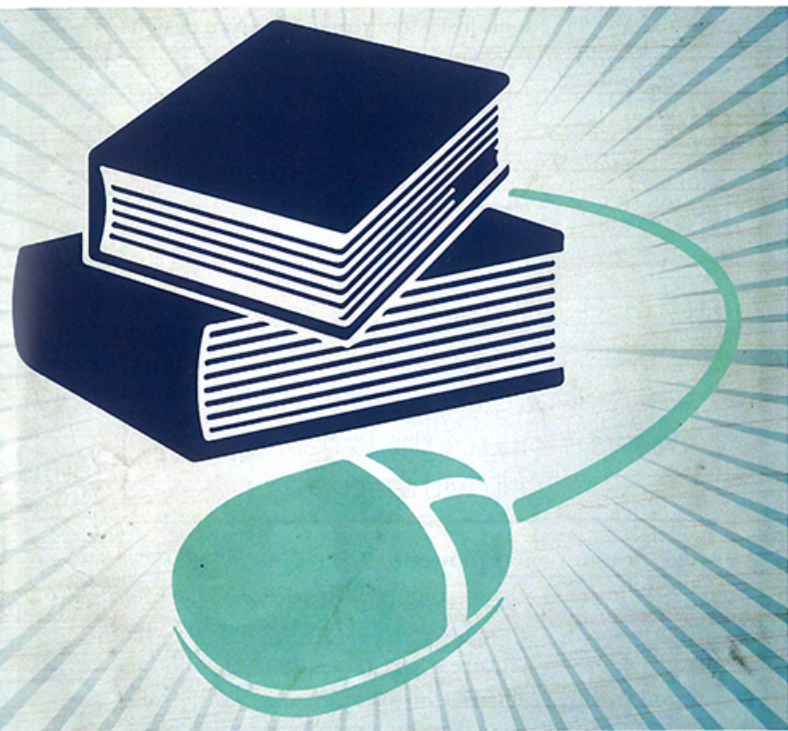
**Srividya Raghavan**

*Dr. Srividya Raghavan is the Chairperson of Center of Excellence in Entrepreneurship and Associate Professor for Marketing at IFIM Business School. Her extensive 12-year career in academics includes the introduction of industry inclusive and innovative experiential pedagogy, development of new-age and innovative courses, development of award-winning cases, several awards for case writing and research, consulting with start-ups and several publications in international and national journals.*

Companies have been laying off employees in large numbers owing to technological changes leading to anxiety and coping disabilities. This further deteriorates employability of candidates. Online platforms and MOOCs have stepped in where corporate and universities have not, to help those seeking to upskill themselves. There is a big gap between the needs of the industry and what is being taught in the classrooms of higher education. Engagement and confluence of academic and industry minds are a necessity to ensure relevance of higher education curriculum and to bridge the knowledge-skill dichotomy.

# TECHNOLOGY SUPPORTING LEARNING

By Peter Derby-Crook, CEO,  
Tanglin Trust School



**T**anglin Trust School embraces technology where it supports learning. This year, every student from the age of 5 to 13 years has been bringing their own mobile learning tool to school, every day. In addition to this, all classes in Key Stage 1 (Years 1 and 2) now have their own set of 12 iPads in the classroom. This provides the teacher more flexibility about when to use them and enabling children to store content they have created on a particular iPad that they share with just one other class member. As teachers and students become more and more familiar with these devices, their

impact on learning becomes ever more evident; affecting everything in school from the layout and organization of learning spaces to the nature of learning tasks.

## Learning Spaces

Mobile devices have led to the much better integration of technology into learning. Students no longer need to move out to a 'special' location to access a computer or the internet; instead, they can take the device to wherever it is needed so that it can be used alongside other resources, both inside and outside the classroom. In fact, teachers are using the term 'classroom' less and now often refer to 'learning spaces', which really means any space in school where a learner might be.

Increasingly, teachers are looking for spaces outside of the classroom where small groups can work independently of the larger class, and collaboratively with each other. Over the past year we have been able to create several new spaces to help with this; particularly in Year 1, Year 2 and Year 6, where pods of desktops have been removed from the shared central areas, to create new breakout spaces with flexible furniture arrangements that can be adapted to suit the task.

## Dynamic Libraries

The age of technology is redefining the role of libraries in educational institutions and recent modifications to the Infant School and Senior School libraries have responded to this change. Physical books still play a very important part in our learning and Tanglin prides itself on its collection of nonfiction and fiction books that can be found in the traditional way, by looking on the bookshelf, as well as by using our online catalogue. However, the need for an extensive reference section has been lessened by the availability of vast quantities of up to date information from innumerable sources that is available online.

At first, libraries responded to this by creating spaces for desktop computers alongside the bookshelves; these needed a large amount of space, in the same sort of quiet, 'study zone' environment. The growth of powerful, mobile devices has made access to online information truly 'anytime, anywhere' and has allowed us to create different kinds of spaces in the library. These are spaces where students can come together and discuss information, working collaboratively on projects in an authentic way.



**Peter Derby-Crook**

*He is the CEO of Tanglin Trust School, a large international, not-for-profit, school in Singapore, established in 1925, providing British-based education from Nursery through to Sixth Form. As CEO, Peter leads three schools within the Tanglin organisation, on one site, building a world class reputation, each school has achieved the award of Outstanding in its UK BSO inspections. After two UK Headships, Peter moved to the Middle East and then Asia. He has worked in leadership positions in Dubai, Oman, Tokyo and Jakarta, before moving to Singapore and Tanglin Trust School in 2010. Peter is a member of the International Baccalaureate Heads' Council, FOBISIA and HMC.*

In October 2015, the Infant Library formally opened its 'Creation Station' where children can use modelling materials to try out ideas that they find in the library books so that the learning suddenly becomes 3 dimensional. The Senior School Library now has 3 distinct Zones 'Interactive', 'Study' and 'Collaborative', with the Collaborative Zone being supported

by a 'Maker-Space' that again helps to bring the learning to life with traditional and state of the art modelling resources.

### **3D Technology - Bringing Ideas to Life**

Models have always been a part of teaching and learning; there are many objects and systems that are hard to visualise from a two dimensional diagram on a page. We are really excited about the developments in 3D technology that are revolutionising the way that models can be created and explored. 3D printers in the Junior School were used to great effect last year during Year 5's Singapore topic to create scale models of landmark buildings with a precision that would have been unthinkable in schools just a few years ago - from designs and measurements researched by the students.

3D TVs in the Junior School science lab and Senior School science department have been used to bring an interactive model of the human body into the classroom



Increasingly, teachers are looking for spaces outside of the classroom where small groups can work independently of the larger class, and collaboratively with each other

which is much more powerful than a static, physical model. So far we have only scratched the surface of possibilities for both these technologies but we are already glimpsing a future where models of the world can be brought to life in front of the students - ready to be investigated and explored.

It's not about the device, or the technology, it's about the learning. As we make sure that we keep abreast of developments in technology, this is our focus. As well as experimenting with the potential of 3D technology, there are teachers exploring the capabilities of Windows tablets and new software such as the OneNote Class Notebook. Others are working on the potential of drones to take aerial pictures of the school to help children understand maps. In every case, the technology will only be adopted if there is a clear enhancement to the learning of our students.



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## A PROMINENT RESEARCH UNIVERSITY AT GLOBAL SCALE WITH MULTILINGUAL AND MULTICULTURAL PROFILE

**T**he melting pot of cultures, traditions and modernity, Ankara, the capital of Turkey and the second largest city in the country after Istanbul, makes a perfect destination for international students to earn their degrees. Holding the pride of being Turkey's first and only State University in the Field of Social Sciences and nestled in the historical city of Ankara, Social Sciences University of Ankara (ASBU) aims to have a leading role in the development of research as to the field of social sciences in Turkey, to shed light on the future of the region and the country alike through the research in social sciences, in line with the universal human values. Founded in 2013, ASBU is a public, young and dynamic University, determined to challenge the traditional Universities and encourage its students to produce new knowledge and new perspectives in social sciences followed by utilizing those for the welfare of the society.

Primarily a research-oriented university, ASBU offers a range of UG and Graduate programmes covering faculties such as Faculty of Law, Faculty of Religious Studies, Faculty of Political Science, Faculty of Foreign Languages and many more. "Almost all our courses are imparted in English and this largely captivates the interest of optimum



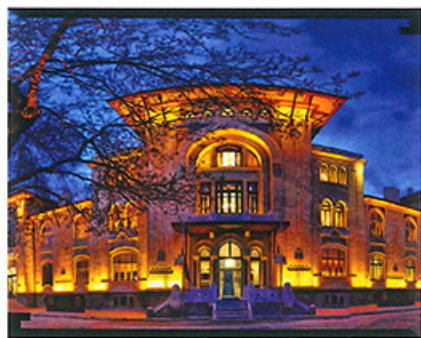
of international students. We at ASBU have created a great environment and learning surrounding which allows our international students to have a wonderful overseas learning experience," says Prof. Dr. Ali Güneş, Vice Rector, ASBU. Being a city university and located in a multicultural setup, the students studying at ASBU get endowed with a vibrant social life along with getting access to numerous opportunities.

Prof. Dr. Ali Güneş "ASBU is a specialized university in the field of social sciences and it works with a university model that produces unique knowledge in social, administrative, political, commercial and industrial issues and transforms the generated knowledge into social benefit by focusing on the problems, needs, and expectations of public and private sector and non-governmental organizations." For each offered course, the University administers the Bologna process followed by applying the ECTS credit 'system'. Moreover, focusing on promoting multilingualism in education, ASBU renders the students

the scope to learn a second foreign language, apart from English, through its Language Center that is responsible for imparting high-quality language education.

### Shaping the Futures

Located in Ankara's one of the oldest districts, Ulus, ASBU delivers its education and research activities in buildings with high historical, cultural and aesthetic value. "We make sure that our students are imbued with values and qualities that are requisite for succeeding in life. For our international students, we provide them an academic advisor who looks up to their growth and addresses their issues throughout the year. We believe in an active learning system, where our students are an integral part of the teaching and learning process. This makes no student feel left out," proudly says Prof. Dr. Ali Güneş. Every effort has been made to ensure that the international students



at ASBU feel home in a foreign country by organizing conferences and friendly-meeting regularly. The University also puts efforts to reduce the differences between the Turkey and overseas students.



"We do understand that all the students enrolling in the ASBU, carries particular dreams related to the course they choose to study. Hence, to fulfill those dreams, we often undertake numerous innovative learning activities coupled with extending meaningful collaborations with the private as well as public sectors," shares Prof. Dr. Ali Güneş. Owing to the cordial relationship of the University with the private and public sectors, the students of ASBU never falls short when it comes to obtaining internship and job opportunities. Additionally, ASBU students have facilitated with exchange programmes opportunity where they become eligible to spend one semester or one academic year in European universities, given the Erasmus exchange program. Prof. Dr. Ali Güneş adds, "It goes without saying that our academic staff is explicitly strong and equipped. All of them are highly qualified and skilled, who have taken postgraduate degrees from distinguished universities at home and abroad and who conduct international scientific projects. We are quite selective when it comes to taking any faculty member on board."

Considering the overall growth of the students, the University in parallel to indulging students in academic activities encourages them to participate in extracurricular programs and social activities, which enable the students to spend their leisure productively and realize their respective interests. "We provide every kind of assistance to our students, especially to the international students- from helping them in settling in a new environment to awarding them with a quality education. However, as a public University we don't have much scholarships policy for our students apart from the fact that Turkey is comparatively a cheap country to live in and the decent discounts which the students are given on enrolling through agencies with which we have agreements," opines Prof. Dr. Ali Güneş. Comprising a diverse student body from different parts of the world viz. India, Bangladesh, Pakistan, Africa and many more, ASBU envisions emerging as a prominent research university at a global scale with multilingual and multicultural profile giving priority to international collaboration.

# THE INEVITABILITY OF HIGHER ORDER TEACHING PEDAGOGIES

By Harsha S. Aluri, Director IT, KL University

*"Tell me I forget. Teach me and I may Remember. Involve me and I learn"*

**Benjamin Franklin**

The very purpose of education is to make man's life simple - to set himself in equilibrium with the world. Wisdom is the abundance of common-sense and this sense can be grasped only by putting the acquired knowledge to implementation. This ideal is the premise of modern education system to drive students in the quest of insightful knowledge and explore challenges. As an effect, higher order teaching pedagogies have emerged as a testimony for greater endeavors.

The dawn of 21st century has determined the way and life of education today. As computers have replicated our heads and as cellular technology has become a new window to the world, education now has prudently augmented its margin by not remaining a mere tool for the privileged few but has come within the reach of each and every enthusiastic learner. With these very prospects of digitization, our way of life has certainly been uplifted. The better we educate ourselves, the better have we secured our future.



True Education is the culmination of human-embodiment. Thanks to globalization that has brought all the fists of academic institutions together to take a leap towards a better future. Also, thanks to the invention of internet that is the sweetest fruit of past century's science and technology.

The world of academicians, educationists and researchers in teaching methodologies, whether to leave their mark or to gain a prominent position in their respective domains are ever dwelling into the deeper waters of the pedagogic curriculums to come up with a prime jewel. This very drive is constantly changing the way the education is to be perceived and perfect-

ed in keeping the best interests of the pupil in mind.

The esteemed universities are always keeping a constant eye towards these emerging trends that best suits their overall philosophy towards education.

The following are the few among many models that are being readily instilled as inevitable facets of higher education:

## Project Based Learning

What separates traditional classroom environment from project based learning is that in the former, there is always a perpetual wall hanging between the student and the world he belongs to. While in the latter, a prism has been replaced to perceive the world with what he has been learning. The old-school model teaches facts in a passive way and hence isn't adequate for the student to face the world with all its colossal adventures. Hence arrived the need for Project-based learning that integrates tradition with 21st century skills like team work, problem-solving, research, time-management, technology and self-growth.

## Lab Taken To Class

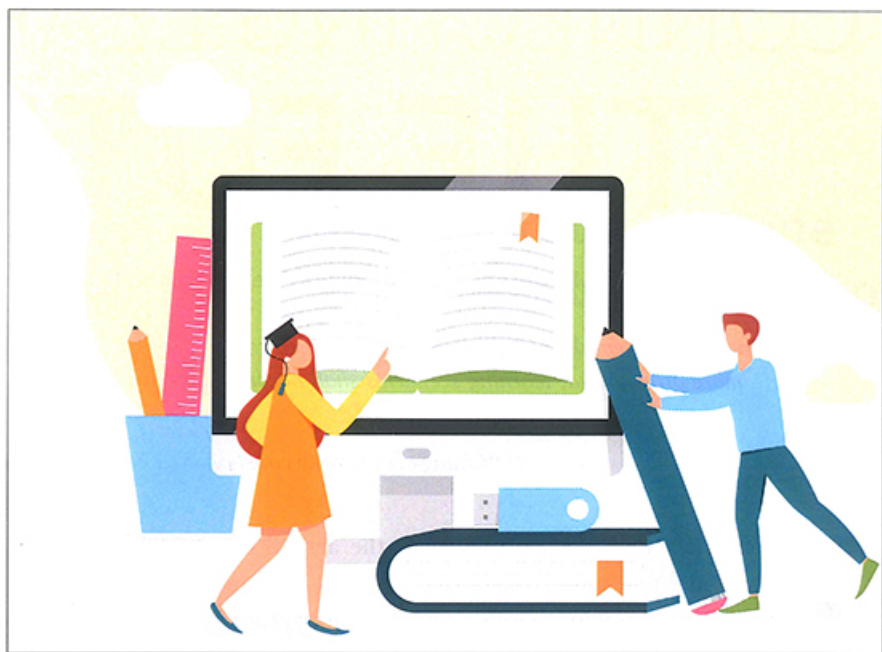
The dynamic approaches of modern pedagogy have dispelled the gaps between students and their objectives by bringing labs into their classrooms. The prime motive behind this advent is to make perceptive learning to be transformed into cognitive practicality in immediacy. When concurrency and availability of labs are right at the students' dispense in a classroom, gained-knowledge is compelled to turn itself into realised-concepts. This technique incorporates content and process to be unified in simultaneity leaving no space for volatile nature of the mind. Research suggests that laboratory experiences in classrooms are more likely to foster students with a thoughtfully sequenced flow of instructions in two emphatic ways, the mastery in subject matter and enhanced scientific reasoning.

Hence, Lab taken to class precisely design the learning outcomes in mind 'then and there'.

## Flipped Classrooms

A novel trend in learning that has emerged as the essence of extensive research done by academicians and other collaborative experts is a Flipped Classroom, where learner-centric activities have taken over a traditional classroom. Flipped classrooms do work quite the reverse of traditional classrooms where less didactic approaches in learning are engaged through online content, reference videos, and subject matter consortiums.

In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research beforehand, while engaging in concepts in the classroom with the



The old-school model teaches facts in a passive way and hence isn't adequate for the student to face the world with all its colossal advents

guidance of a mentor. Instructions have rather turned down into constructive-discussions between students and their teachers. A more time can be spent in class on higher-order thinking skills such as problem-finding, collaboration, design and problem solving, work in groups, research, and construct knowledge with the help of their teachers and peers.

The world of opportunities has been dichotomized into immediate success and complicated lifestyle. Unless a student is both academically skillful and adventurously innovative, he is incompetent to face life in its entirety. Hence, the necessity of higher order teaching pedagogies. They offer the student a dynamic approach through internalization, to feel while he thinks and to comprehend what he apprehends. This typology of learning never exhausts the mind but rather makes it a device of Innovation.

It is the quintessential standard to be set by the educators. When students are incubated to pursue higher education this way, their learning becomes joyful and ever rewarding. They see no difference between life and career anymore. Self-growth leads them to an ethical-life, and emotions help them empathize with their peers. Ultimately, the highest manifestations in them unfold to discover the likes of Einsteins, Gandhis, and the Tolstoys!

# CONNECTING LEARNING TO THE FUTURE

By Dr Shradha Kanwar, Head – Learning and Development, iNurture Education Solutions

*As technology enablement through virtual and augmented reality becomes more effective, and as artificial intelligence becomes more pronounced, learning scenarios shall become more dynamic and a real-time choreographic delight*

*“Change is the only constant. So should be learning!”*

There is a loud noise announcing the arrival of bots and machines, overpowering every human faculty. Although, these drastic shifts might not be that conspicuous in the immediate future, nevertheless, the implications on learning shall be multifarious and now.

The fourth industrial revolution heralds the beginning of new knowledge frontiers resulting in altered learning paradigms. The classrooms of the future shall be more connected; transcending conventional boundaries, and evolving into intelligent nurturing spaces. Learning ambiances intertwined in the past because of time and space shall, in the future, have a different texture as an augmented physical network drawing out the finest learning potential.

As researchers divulge new insights on technology enablement through virtual and augmented reality, and as artificial intelligence becomes more pronounced, learning scenarios shall become more dynamic and a real-time choreographic delight. In these exciting, engaging and enriching times, the role of teachers shall transform towards becoming LEDs (Learning Experience Designers), demonstrating a more calibrated, holistic and continual involvement in catalysing the learning experience.

If the QUESTION IS what will change, the ANSWER IS everything.

From the ambience of learning, to learning constructs, to building self-defining learning paths and understanding how the learning power is amplified using analytics; change will be the constant.



The fourth industrial revolution heralds the beginning of new knowledge frontiers resulting in altered learning paradigms

## Learning Ambiances

The first impression of convergence technologies shall be felt in the way an education institute is designed with more open and networked spaces, where the tenor and feel of the ambient environment shall help liberate young minds and joyfully indulge in curious conversations. The entire spectrum of learning engagements shall resonate research and discovery leading to innovative thinking, an essentiality for the centennials of tomorrow.

## Learning Constructs

Young, bright, sparkling minds need to be kindled by designing relevant, immersive, experiential constructs in order for them to experience creative excitement. The hallmark of future learning shall be characterised by coalescing the world of work and the world of learning, where learners shall develop, explore and cultivate ideas to bring scholarly innovations into the enterprise world. Digital fluencies shall play a major role in how these learning constructs shall be judiciously designed and meticulously executed to handle real-world problems.



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*Dr Shradha Kanwar MPhil*

*Dr Shradha Kanwar MPhil, Ph.D. is an academic professional with over 20 years' experience in learning innovation leadership, interdisciplinary knowledge building, future-work integration, strategic performance and 21st century meta-competence development. Dr Kanwar's core research and work is around futuristic education strategies including, but not limited to, developing hybrid research-based inventive learning solutions, establishment and direction of performance and talent enhancement systems, and design and set-up of Learning Centres of Excellence for future learning-work environments.*

### **Learning Simulators**

The information processing power of the human brain can be best exploited by judiciously exposing it to various modalities of learning that simulate real world experiences. This shall be a major breakthrough in the future, where learning shall become a beautiful amalgamation of various sensory perceptions converging to an intuitive, intelligent metacognized response. It would be wonderful to be able to simulate a real-world scenario, and take future scholars to a different level of cerebral immersion.

### **Learning Analytics**

With fantastic attainments in Data Science impacting decision-making like never before, opportunities to leverage and contextualise metadata and smartly use analytics shall become defining influences in the learning space. Scientifically attuned data, obtained from various fronts, shall help in providing authentic, descriptive and predictive indicators of learners' progression and drive smart choices. A lot of these insights will have a pervasive impact on tweaking the learning experience in real-time.

### **Customised Learning**

The realisation of individual differences in terms of learning patterns, intelligences and styles has already been a much popular topic of today's times. One essential facet of the learning ecosystem of the future, therefore shall be to build on the foundational scholarship of differentiated learning designs. Technologies of the future shall help establish this with marked precision and customise the learning to truly make it extraordinary.

### **Unlearning and New Learning**

As bespoke learning designs gain prominence, the ability to rethink learning shall become the vital criteria for effective learning. This rethinking- the concentrated powering of the learning process shall become an ongoing process of inducing novelty; resulting in resurfacing of bright, new ideas. It will be this ability to reanalyse the problem, and restructure scenarios that will help deal with unprecedented and wicked problems of the future.

### **Self-directed Learning**

The future of learning shall witness the rise and evolution of the self. Learning shall not be limited to the consequence of an external intervention, but shall be a reflection of the powerful human mind. Where situations of the future shall compel the need to handle a tirade of conflicts between the mind and the machine, it will be the rise of the advanced, more intelligent human mind that shall govern human supremacy. This super prowess shall only be with those whose learning potential remains in sync with the times.

Gone are the days, when learning occurred within constrained, indelible boundaries. Learning in the future shall not be defined or imprisoned in the shackles of time, space or entity. Instead, the entire process of learning shall be a beautiful osmosis of exquisite experiences. It is important that we don't just wait for these times with bated breath, but empower ourselves to rise and participate in the change.

Connecting learning to the future shall help reimagine the natural, seamless, and joyous times that await us in the times to come and to Rejoice!





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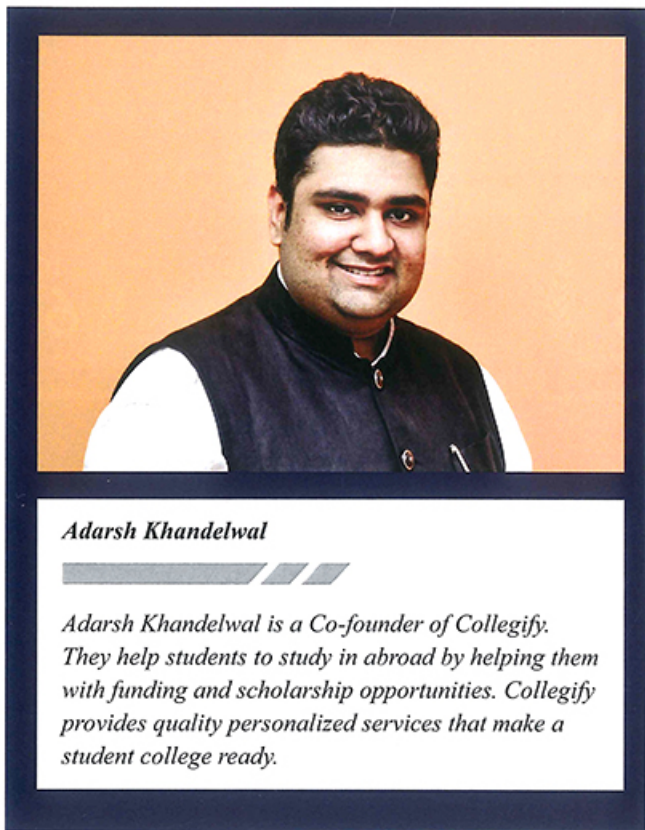
# GROWING DILEMMA OF CHOOSING A RIGHT COLLEGE

By Adarsh Khandelwal,  
Co-Founder, Collegify

The concept of fit in a college or graduate program is very confusing to many Indian students, probably because it isn't a factor in choosing a college within India, and so it isn't a consideration when picking a program abroad. Instead, people look at rankings lists or try to find information about "placement" after completing college. When considering college as a kind of machine, a factory, which takes in raw material, or students, and produces, finished products, or jobholders, American colleges, and Universities, will not be very clear or comprehensible to the average Indian applicant. It is only by thinking beyond this concept that a student finds a school that is best for them.

The first thing to keep in mind when looking at colleges and graduate programs for fit is that American universities are not technical in the way their Indian counterparts are. The philosophy behind them is not to educate students in technical skills, but in transferable ones, so you can't look at an American school the way you would an Indian one. You can learn about gender studies, environmental sciences and robotics, all without giving up that practical major you want so badly. But you might not find options like PR, marketing, civil engineering, or you might find that your economics course is far more theoretical than you would have expected.

Most of the Indian students struggle with questions like- Do I want a big school, with primarily lecture classes or a small school with a ton of seminar options? Do you want to be in an urban space where the city can be a supplemental classroom or a campus-oriented space where you will have a lot of monitoring, guidance, and support? Do you want to be in a more international school or a more homogenous place? These questions knock out the big general stuff, and then you might have a smaller, but still overwhelming list like- Then, you start looking at the guiding principles of



Adarsh Khandelwal

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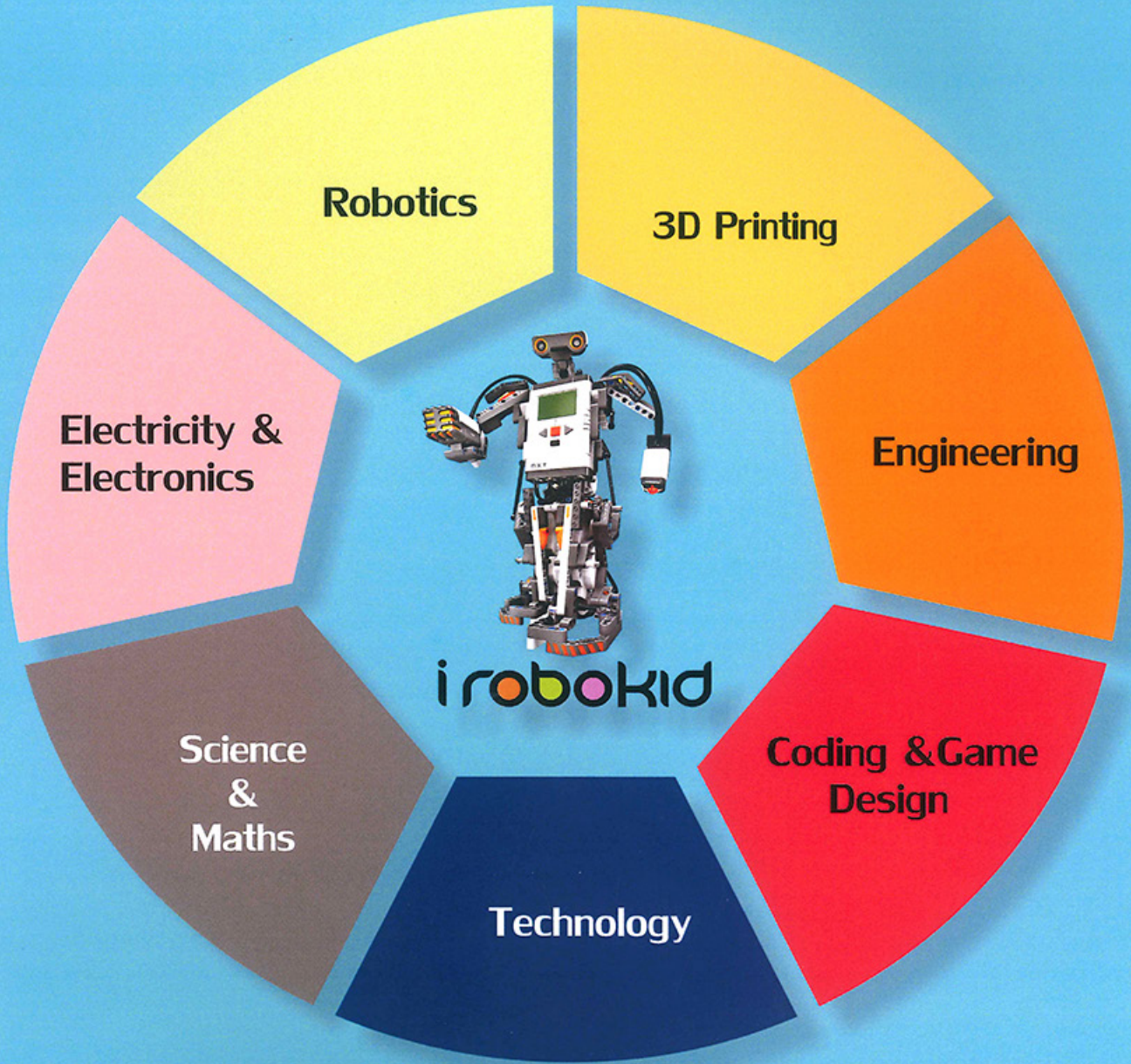
the program. How strong is the core program? What are the requirements, how much does the school require and encourage interdisciplinary learning?

If at all possible, it's a great idea to talk to an alumnus of a school and get a sense from them about the feeling of the college from someone who has recently experienced it. Many schools will put you in touch with alumni, and there are also tons of online forums for people to talk candidly and frankly about their experience with a school, which are magnificent resources for any applicant. Working with a company that can advise you and connects you with alumni can also be really helpful if you are struggling to navigate this process on your own. Remember the right school is that school that is right for you.

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