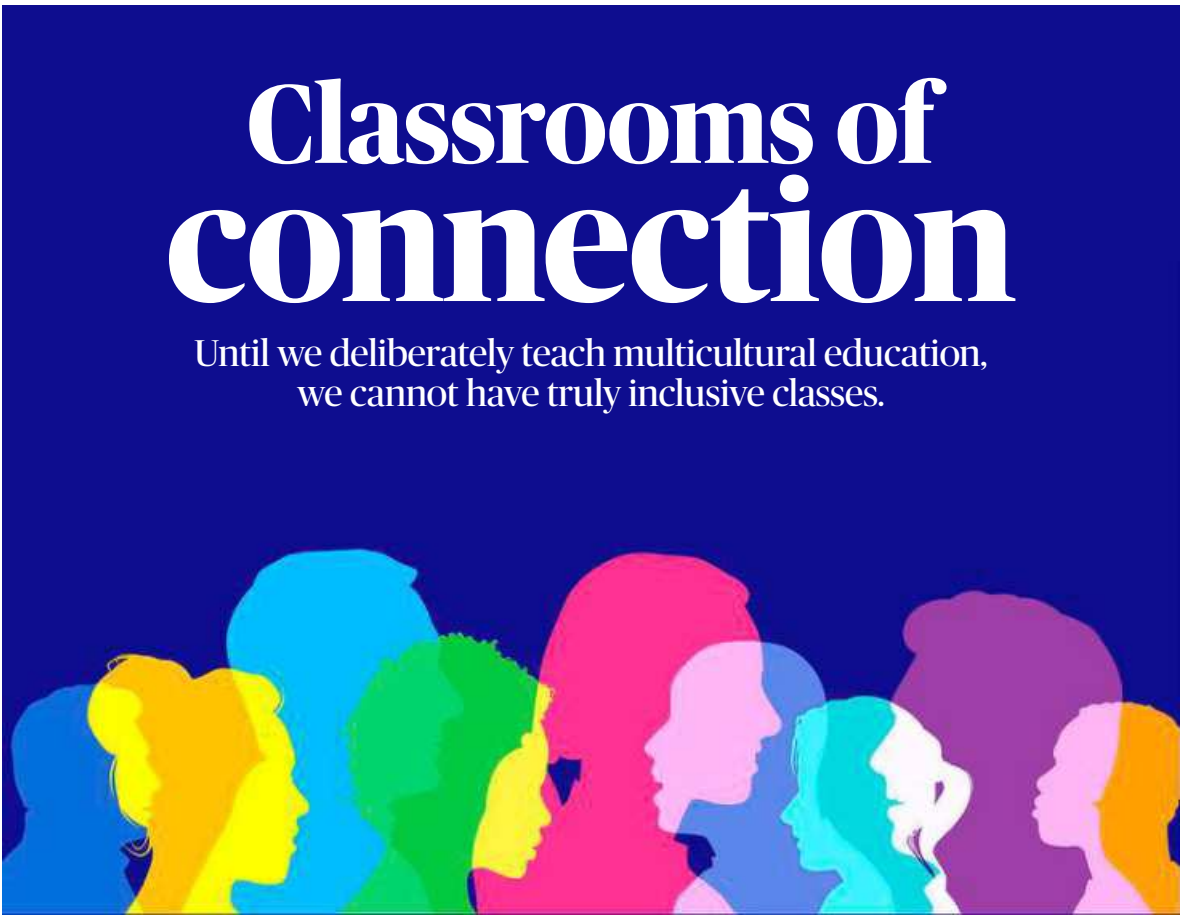


Anita Rao Mysore

We tend to assume that, by virtue of being born or raised in a multicultural and multi-lingual country like India, we are automatically multicultural educators; whether in school or in higher education. While the corporate sector or students at business schools go through diversity training, we assume that the training is needed for them only to interact with “international” customers.

The call for inclusive education cannot be divorced from the call for inclusive multicultural education. The culture of the class is made up of diverse groups such as races, socio-economic classes, genders, regions, languages, religions, castes, abilities, and affective dimensions. When an educator meets their learners for the first time, do they notice a learner beyond their physical appearance (not to mention one’s personal judgements and labels)? Do the personal judgements about the student’s appearance get unconsciously carried over to classroom transactions and assessments? The unconscious bias and socialisation received from family, education, media, and the like, make several educators products of condition rather than thought and action.

Like there are only a



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few born teachers, and most are trained, educators also need to be trained or prepared to become culturally responsive. They must reflect upon the kinds of learners they facilitate, validate, and empower; with whom they are patient and persistent; with what kinds of learners, they are impatient and intolerant, whom they dictate, and control; and, what kinds of learners they easily like, find hard to like, feel sorry for, feel threatened by, identify with, gravitate toward, feel inadeq-

uate around, and don’t even notice. This can apply to educators at all levels.

Blurring lines

While most of us like to think that we believe in the maxim, *vasudhaiva kutumbakam*, we must indeed pause to think whether we practise this. Our personal beliefs can sneak into the professional sphere, our workspaces and classrooms. For example, each student in the class – despite their socio-economic level – needs to be included in

learning. Some educators may possess subtle preferences towards parents and students from the upper socio-economic classes or hold unconscious biases in favour of fair-skinned persons, whether Indians or foreigners. Also, educators need more than being sensitised about the genders. Often girls are asked to choose “caring” and serving courses and occupations, even though their interests lie elsewhere.

The “standard” native language used in PK-12 textbooks, different from

the spoken language, can keep several marginalised groups uncomfortable in the classroom.

In certain higher educational institutions, where students come from all over India, seating preferences tend to be regional. In professional settings, when people from various languages are present, communicating with a set of persons or learners in one’s native language can be noticed.

With exclusive schools for learners with special needs still around and special education re-

source rooms still existing, inclusive education is still elusive. The effects of the pandemic on the emotional well-being of Generation Z and Generation Alpha is of concern. Yet, how many educators hold traditional views on “mental health?” To this list of biases, we can add ageism as well.

The “inclusive” knowledge part of the curriculum is worth examining. Who is represented in the textbooks and who is not, and how one is represented in the textbooks is another topic for discussion. This is not confined to the teaching of literature or history. The discussion spans the Sciences and Maths too, begging for the inclusion of indigenous knowledge systems, alongside Western Science. The subject matter of multicultural education extends to pedagogical and assessment strategies that will create inclusion for several diverse groups in the classroom.

Until we deliberately teach multicultural education, we cannot have truly inclusive classes, teaching for equity. Educators must be transformed to become culturally responsive through professional development workshops and teacher education programmes on diversity, equity, and inclusion (#dei).

The writer is Associate Professor, School of Education, Christ Deemed-to-be University, Bengaluru.

SCHOLARSHIPS

Kotak Kanya Scholarship

Offered by Kotak Education Foundation, a CSR initiative from Kotak Mahindra Group Companies

Eligibility: Open to girl students who have secured admission to the first year of professional graduation degrees in Engineering, Medicine, Law, Design, Architecture and so on in accredited institutes and have scored 75% or more in Class 12 board exams. Annual family income must be less than ₹600,000.

Rewards: ₹1.5 lakhs per year (renewal at discretion of the foundation)

Deadline: October 31, 2024

Application: Online www.b4s.in/edge/KKGS3

Dr. Reddy’s Foundation Sashakt Scholarship

An initiative of the Dr. Reddy’s Foundation (NGO)

Eligibility: Open to Indian female students who have

passed Class 12 from a recognised board with a strong academic record and are willing to pursue a B.Tech. in Natural or Pure Sciences, M.B.B.S., or B.Sc. degree programme in one of the specified institutions across India.

Rewards: ₹80,000 per annum for three years

Deadline: October 20, 2024

Application: Online www.b4s.in/edge/RFTS4

Louis Dreyfus Agri-Scholars Programme

An initiative of Louis Dreyfus Company India Pvt. Ltd.

Eligibility: Open to students who have secured at least 60% in Classes 10 and 12 and are in the first or second year of undergraduate courses in agriculture at select institutions. Annual family income should be less than ₹800,000.

Rewards: Up to ₹50,000

Deadline: October 31, 2024

Application: Online www.b4s.in/edge/DASPL1

Courtesy: buddy4study.com

Samsung Solve for Tomorrow 2024 winners

Samsung India has announced the winning teams for Solve for Tomorrow 2024 challenge. Eco Tech Innovator from Golaghat, Assam, was declared the Community Champion in the School Track for its idea around equitable access to non-contaminated potable drinking water

and received a seed grant of ₹25 lakhs for prototype advancement.

METAL, from Udupi, Karnataka, was announced as the Environment Champion in the Youth Track. It developed technology to remove arsenic from ground water and received a grant of ₹50 lakhs for incubation at IIT-Delhi.

First launched in the US in 2010, the programme is now active in 63 countries across the world.

Assess your goals

Uncertain about your career options? Low on self-confidence? This column may help



OFF THE EDGE
Nandini Raman

I finished B.Sc. Maths in 2022 and began preparing for competitive exams. Now I want to drop the exams and do a PG. Is this a good decision? Nandhini

Dear Nandhini,

Why do you want to drop preparation for the exams and do a PG? The latter will allow you to specialise in a specific field within Mathematics or a related discipline, enhancing your knowledge and expertise. The advanced coursework, research projects, and practical training will enhance your analytical, problem-solving, and research skills. Depending on the programme, diverse career opportunities in academia, research, industry, and government sectors will open up. Research current trends in the job market for graduates with PG degrees in Mathematics or related fields and identify sectors or industries where demand is growing. Reflect on your core motivation, weigh the pros and cons, and make an informed choice that aligns with your aspirations for the future.

I am doing B. Tech Food Technology. Apart from an internship in a milk products company, I have also done some online courses. What are my career prospects with only a B.Tech.? Should I do a PG? Is it better to do this in India or abroad? Aishwarya

Dear Aishwarya,

Career prospects include roles in food manufacturing companies, dairy and beverage industries, bakery and confectionery firms, pharmaceutical companies and research and development labs. You could also move into quality control and assurance, product development, food safety and regulatory affairs, research and development. An M.Tech. or M.Sc. in Food Technology or related fields will offer specialisation in areas like food engineering, food microbiology, food biotechnology, and so on., which will only enhance your career prospects and earning potential. Many roles in research, development, and higher-level management require a postgraduate degree.

An international PG degree can provide exposure to advanced technologies, global food trends, networking opportunities beneficial for a global career, exposure to advanced research facilities, global best practices, and diverse cultural experiences, which can be advantageous for career growth in multinational companies or international organisations. Studying in India would offer a cost-effective option with opportunities to network locally and understand the Indian food industry dynamics and regulations better.

Evaluate and research PG programmes in India and abroad (the U.S., Canada, Europe, Australia), consider curriculum, costs, faculty, research opportunities, industry connections, scholarships, funding options, and potential return on

investment in terms of career growth and salary prospects. Assess your long-term career goals and understand whether a PG degree aligns with your aspirations for professional development and specialisation.

I have a degree in History and would like to do a Master’s. I want to teach, either as a TGT or PGT. Is it necessary to take the NET? What do I have to do to be a teacher? Varsha

Dear Varsha,

First, complete your Master’s Degree. An M.A. or M.Ed. in History or Education will help. Ensure that your programme includes coursework and practical training in teaching methodologies, curriculum development, and educational psychology. To become a teacher in government schools, it is mandatory to qualify in the Teacher Eligibility Test (TET) or State Eligibility Test (SET), which assess your knowledge and aptitude for teaching.

The NET conducted by the National Testing Agency (NTA) is primarily to determine eligibility for Assistant Professorship in Indian universities and colleges. While it’s not directly necessary to teach in schools, clearing the NET can enhance your qualifications and open up opportunities at the college/university level.

Gain practical experience through internships, volunteer teaching, or part-time teaching positions during or after your Master’s programme as it will help you apply theoretical knowledge and understand classroom dynamics.

I am in the final year of B.Arch. I hear that openings for fresh graduates are not available. What can I do in terms of a better course for higher studies? Nivedhitha

Dear Nivedhitha,

Not sure where you heard this from but there is always a need for fresh graduates as junior architects or architectural interns for entry-level jobs across Architecture firms, construction companies, government jobs, PSU and interior design firms. You could consider a Master of Architecture (M.Arch.), Master of Urban Planning (MUP), Master of Design (M.Des.), Master of Construction Management (MCM) or Master of Project Management (MPM), Master of Business Administration (MBA) in Construction Management or even a Ph.D. in Architecture or related fields.

Before you decide, spend time understanding your long-term career aspirations and choosing a specialisation that aligns with your interests and strengths. Research the current demand for specific roles or skills in the architectural and related industries to make an informed decision. Do your groundwork and do not believe all that you hear. Seek guidance from professors, industry professionals, or career counsellors to explore options and understand market trends.

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to eduplus.thehindu@gmail.com with the subject line Off the Edge

Arun Prakash

Hacking is a broad term often associated with cybercrime and fraud. However, ethical hacking largely refers to hacking into digital systems and networks with the prior permission of owners to analyse flaws and deficiencies to upgrade security systems and safeguard users. As the world transforms digitally, there is increasing emphasis on providing a secure digital environment. This is opening up new opportunities for students aspiring to enter this field.

The primary difference between malicious and ethical hacking remains the intention behind the act. Malicious hackers look to exploit digital technologies. The subsequent theft of information or wealth results in organisations deploying ethical hackers to avoid such attacks. Students looking to integrate themselves into the technology domain are now presented with a unique opportunity to become ethical hackers and extend their skills to corporations of all sizes.

In demand

Though estimates suggest that various Indian companies and governmental organisations were victims of more than five billion cyberattacks in 2023 and despite the high-paying nature of the role, there are only a



FREEPIK

Digital defenders

As cybercrime increases multifold, ethical hacking emerges as a promising career path.

limited number of efficient ethical hackers in India. Studies have found that India ranks third globally following the U.S. and the U.K. for phishing attacks. The technology sector accounts for a staggering 33% of all cyberattacks domestically. This extends globally as well, where a considerable 60% rise in cyberattacks was documented in 2023.

Students pursuing higher education in disciplines like Cyber Security, Computer Science, and Information Technology can use this as an opportunity

to construct a productive career. Of the colleges and universities offering ethical hacking degrees in India, a majority are privately held. These courses are often considered expensive and the eligibility criteria also demotivates students.

However, India’s growing ed-tech ecosystem offers courses where students can learn the fundamentals of ethical hacking, such as OWASP top 10 vulnerabilities, lab setup, and more. These courses are driven by practical exercises and industry exposure while working closely with

cutting-edge tools like Kali Linux and BurpSuite. The objective is to make students proficient in identifying and mitigating common web application vulnerabilities while dealing with challenges like Broken Access Control, SQL Injection, Cross-Site Scripting Injection, and others.

Outlook

The digital transformation of the world is in full swing and the need for ethical hacking will be more acute in the next few years when data-hungry GenAI models will come into play. Hacking attempts using GenAI models have already been registered in the West, underlining the importance of data governance and safety against AI.

Policymakers and educationists understand this as well, and a multi-pronged approach is underway to integrate ethical hacking, cybersecurity and relevant skills in future tech education, something that has been lacking in the curriculums both in India and abroad. As cybercrime increases multi-fold every year, employment opportunities to battle the same will also increase, and the current generation of students will be the foremost beneficiaries, if they up-skill themselves in this era-appropriate discipline.

The writer is Founder and CEO of Guvi.

SAVE THE DATE

Admissions

JS Institute of Design (JSID), New Delhi, has opened applications for the 2025 cycle of its UG programmes in Visual Communication, Game Art and Design, UI/UX Design and Animation and Motion Design and PG programmes in Interior Design and Advertising, Design and Digital Communication and Integrated five-year Master’s

Diploma in Art Direction, Graphics, Digital, and Visual Communication Design.

Eligibility: For UG, Class 12 from a recognised board; for PG, graduation in any field; must take a Creative Intelligence Test (CET). <https://t.ly/8rPr0> IIT-Bombay has launched an 18-month online Executive PG Diploma in AI and Data Science with Great Learning as the EdTech partner.

Eligibility: Four-year or three-year degree with a

foundational understanding of Maths and Statistics.

https://t.ly/NksK_

The University of Sheffield, the U.K., invites applications for its Aerospace Engineering (Private Pilot Instruction) MENG course.

Eligibility: 90% in Class 12 (all exam boards using a percentage scale). For CBSE 9.0 in Class 12 using a GPA scale. Must include Maths and a Science subject. IELTS grade of 6.5 with minimum 6.0 in each component.

<https://t.ly/rEnFa>

Badruka School of

Management (BSM)

Hyderabad, invites

applications for its two-year,

full-time PGDM programme

for the 2025-2027 session.

Eligibility: Marks in Class 10

and 12 from a recognised

board; a UG/PG in any

discipline from a recognised

institution, valid score in CAT,

GMAT, XAT, CMAT, TS ICET or

ATMA.

Deadline: December 16.

<https://t.ly/lahDL>

The writer is the Co-Founder of Edupull

The writer is former Director (Entrepreneurship), Kerala Veterinary and Animal Sciences University and is currently a professor at the Transdisciplinary University of Health Sciences and Technology, Bengaluru. tpsethu2000@gmail.com