



## R e f l e c t i o n s

Padma Vibhushan Pt. Hari Prasad Chaurasia performs at Indus



In 2005, the first Indus World School opened in Hyderabad, with the core purpose of enabling each child to realize her potential and make her dreams come true.

IWS is India's first chain of schools run by IIT and IIM alumni.

It is a 'career-centric' school and takes from the values and philosophies of its founding organization Career Launcher.

There are many ways of documenting the achievements of an organization. One of these is to look for all the 'nice' things and package them to fit what people want to hear. The 'sell' approach. However, during our initial groundwork on Indus World School, we realized that it would be wrong to sell something that already sells itself, by just being. More importantly it would be unfair to you, the parent.

This book is but a mere documentation of the sights and sounds in the world of Indus. A journey undertaken by outsiders and not representatives of the school; as travellers who passed through the various portals of the school, stopping infrequently for a word here, a picture there and maybe an observation or two.

The next 50-odd pages are an outcome of that experience, gathered over several weeks in October-November, 2009.

Satvinder Singh Channey, Supreet Mahanti  
New Delhi, November 11, 2009



**CAREER LAUNCHER is Asia's leading education service provider.**

Over the last 14 years, the name has become synonymous with career-building both in India and abroad.

Till date CL has tutored over 600,000 students and helped them gain entry into some of the best institutions of India – the IITs, IIMs, Law Schools and foreign universities.

CL counsels and continues to groom thousands of career-aspirants each year towards the dream career of their choice.

CL Test preparation centres are operational in more than 220 locations across India and the Middle East.

#### **Preparation**

Test preparation for admission into the IITs, IIMs, law schools and various entrance exams to top colleges and universities in India and abroad

#### **Guidance**

Career advisory services that guide school students towards 'best-fit' careers

#### **Teaching**

17 Public Schools across India, one Business School and shortly to open, the CL University

#### **Training**

Skill schools through public-private partnerships that create career prospects for economically challenged youth

#### **Information**

Multiple publications and portals that keep aspirants informed of career opportunities

CL is a pioneer in the field of classroom and remote test preparations. It is what they do best and have so far helped millions crack professional entrance examinations like those for MBA, BBA, Engineering, Law, Hotel Management, and Board Exams.

#### **MBA**

One in every four IIM entrants is a Career Launcher student

#### **LAW**

Seven of the top 10 rank-holders in CLAT are CL-LST students

16 CL-ites are in the top 20

#### **ENGINEERING**

255+ CL students passed the IIT JEE in 2009

The top JEE rank by a CL-ite was 320

**“It is the 24x7 mentoring by the staff that helped me immensely”**

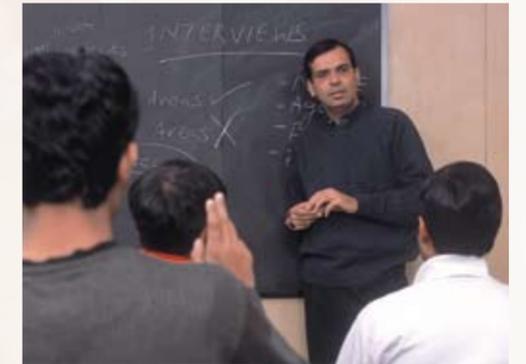
Harpreet Singh Matharoo (IIT JEE '09- rank 603, AIEEE '09- rank 5477)

**“The 100 percentile that I have got this year (CAT '08) is definitely owing to their guidance and contribution to my growth.”**

Varun Garg, 100 percentile, CAT 2008

**“Your clear concepts, the variety of questions, examples and dedicated support and guidance went a long way in instilling in me the confidence to give my best shot at the exam. Thank you CL-LST!”**

N Ramola – CLAT '09 rank 16

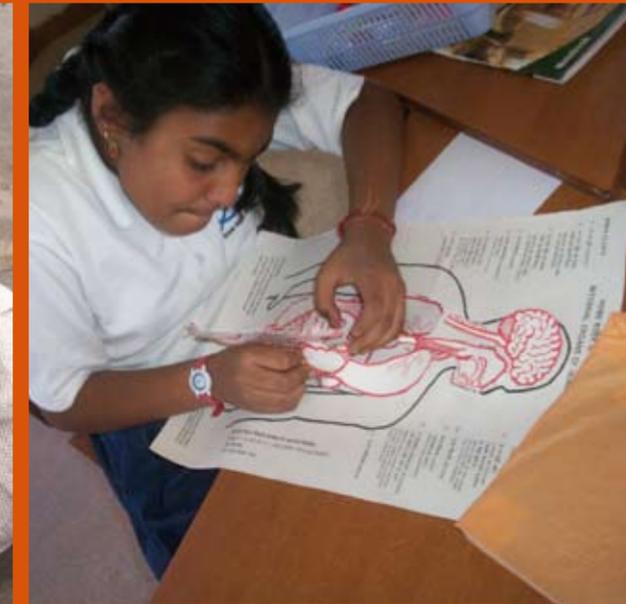


**“We bring the same level of commitment and career-building expertise to Indus World School...”**



When you observe your surroundings, you begin to question, you begin to reason.  
Then you learn. Because you have begun to think...

## Jigyasa – the spirit of inquiry



Children gather real questions from real-life real experiences. Nothing like a visit to the mechanic to build a solid foundation in Boyle's law, or a walk in a maize field to understand how agriculture works.

That's learning by doing.

7

“Then when I saw that my child was learning, that it was not just rote, that she was not just memorising ...she was actually learning and retaining what she learned, then I could say: this is education.”

Grade VII IWS Parent

“A lot of the learning at Indus happens outside the classroom.”

Aditi Bandopadhyaya, Principal,  
IWS Gurgaon



**Our friends were surprised at our choice of school for our daughter.** They asked us many a time if she would be able to cope with or compete with children who attended conventional schools. They were also surprised at our 'no-worries' attitude – we were not alarmed at the seemingly slow paced teaching in Indus. I am proud to say that she gave the entrance exam at one of the conventional schools in Gurgaon, and was accepted – this was before we found out that the new Indus building in Gurgaon had been inaugurated.

This is our second year with Indus, and it has been a wonderful experience so far. Our daughter started at IWS, Hyderabad, and she is now at the Gurgaon school. We consider ourselves 'lucky' because we had come to a city that has an Indus.

I could go on and on, but must stop to give space to another happy Indus parent!

Bindu Nayar, IWS Parent, Gurgaon

**“We teach life skills here. That go beyond 98% in board exams. But 98% is important as well. And that's why we teach life skills.”**

Satya Narayanan R, Chairperson, Indus World School

## A psycho-analysis of Indus World

I came to know about Indus at Delhi during a seminar. Being a school psychologist and having worked with children, parents and schools, I was critical when it came to choosing a school for my children because I have been witness to the stress and burden which today's children go through. Also the impact on a child's emotional and psychological development worried me.

Looking at globalization, our changing society and family system I wanted a school where a child's all-round development could take place, where learning is at the child's pace, in harmony with interests, in a stress-free environment. Because school memories remain forever and they help to shape your life.

I'm happy with both my kids' progress, the way their development and learning is taking place in an enjoyable way. The happiness radiating from their faces when they go to and from school is proof of that. More importantly so, for a mother. For happy kids can learn anything better, and do better.

Neelakshi Naolekar, IWS Parent



Taking from the NCERT Grade VI English textbook, I asked my students to take part in a live experiment that explores what it would be like to be physically handicapped for a day? They all took part. On day one we all pretended to be blind and helped each other in various tasks, then the next day we did not speak to anybody in the rest of the school, pretending to be dumb. The results were astounding. Not only did they learn about physical handicap through experiencing it, but began to bond with each other like never before. A year's classroom solidarity and an invaluable lesson in being sensitive to the needs of those less fortunate, all from a few days of experiencing it.

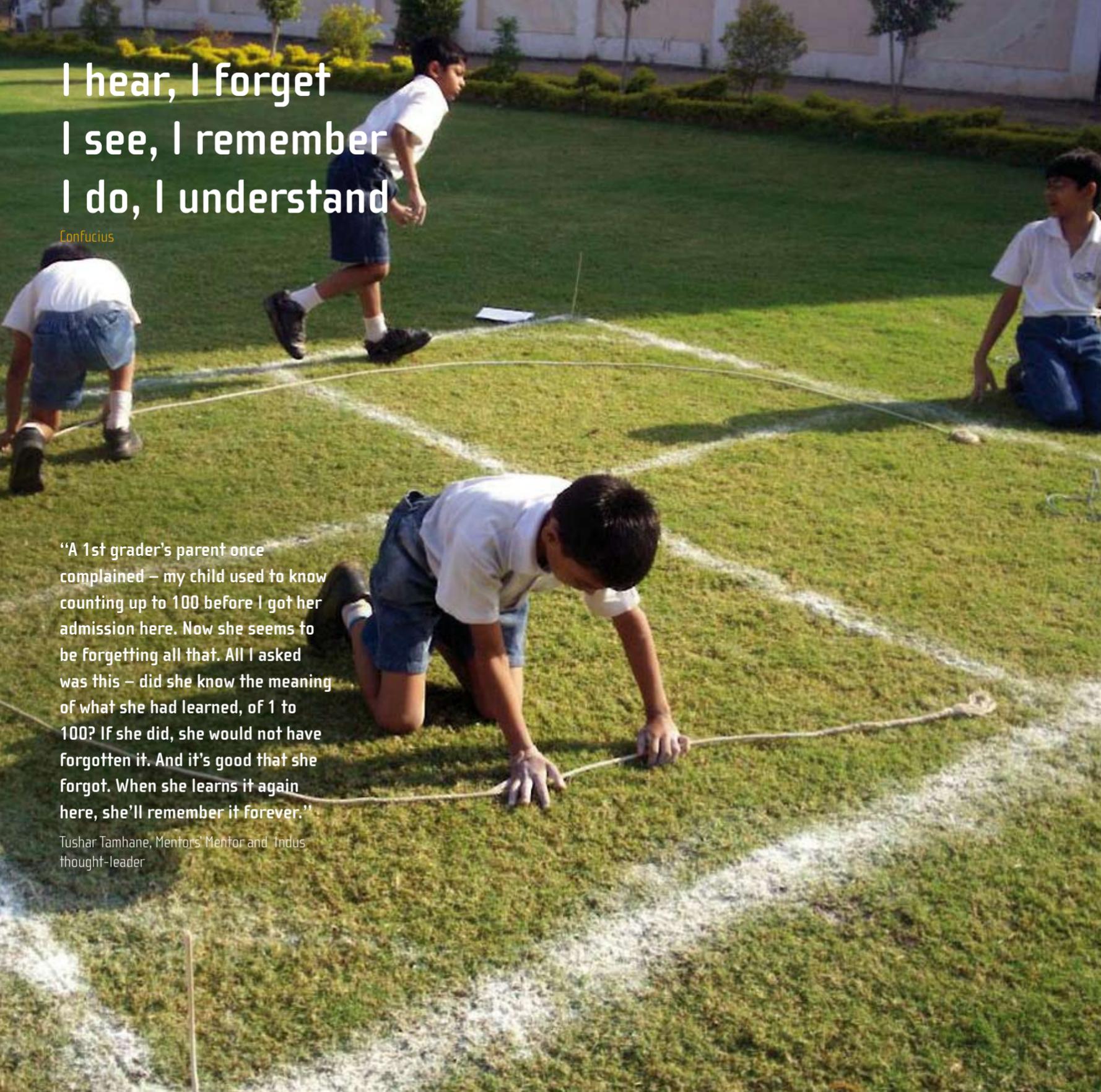
Thomson Varghese, English Mentor at Indus

I hear, I forget  
I see, I remember  
I do, I understand

Confucius

“A 1st grader’s parent once complained – my child used to know counting up to 100 before I got her admission here. Now she seems to be forgetting all that. All I asked was this – did she know the meaning of what she had learned, of 1 to 100? If she did, she would not have forgotten it. And it’s good that she forgot. When she learns it again here, she’ll remember it forever.”

Tushar Tamhane, Mentors’ Mentor and Indus thought-leader



Children learn to question by doing. Like finding the circumference of a tyre tube, weighing different objects and taking measurements of themselves.





Competition with one another is not the goal. Each child is encouraged to take his or her own time to understand the exercise and gradually build interest.

The idea is to *compete with the self*.



“Some of the most inactive ones will surprise you one day by climbing the highest, roping the farthest and even helping out with the rules and assembly of the exercises.”

RS Baghel, Physical Development Instructor, IWS Indore



The classroom extends into the playground. Indus has tied up with EduSports, a holistic sports education company, to develop an integrated sports curriculum for the school.

In the early morning, we were told that Grade VII was excused from morning assembly today as it was their turn at *Shram Daan* or Labour of Love. Upon probing further it was revealed that each class took turns at cleaning the school premises, deciding the menu and cooking for everyone and even feeding the younger children. Once every month. And sure enough, as we approached the 2nd floor, we could hear lots of activity – furniture was being re-arranged, bags were being carried out and it all mixed with lots of sweeping, chaos and laughter.



**“I’m buddy reading! I’m helping Alpna with her English reading.”**

Ankush, on being asked what they were doing sitting in pairs huddled together over books. It is also called ‘peer learning’.



**“They learn that they are an integral part of a community, and that building and contributing to the community requires everybody’s efforts.”**

Satwick Das, IWS Parent

Featured in this picture is an Indus parent who had come to school to attend her son’s birthday celebration. It seemed rather like a spiritual gathering, beginning with a prayer for her son who was seated in the middle of circle comprising of his class mates. Instead of chocolates or a cake, there was a lit *diya*, which moved around the circle as each student took turns to say one ‘nice’ thing about the birthday boy. This was a celebration in the true sense, of the person whose birthday it was. Where everyone including the mentor gets a chance to tell you – this is how you are special to me. We glanced at the birthday boy. Clearly 20 minutes of this blissful experience had left him beaming.

# Learning to share, sharing to learn



**CLOSURE** is an open session held at the end of each class day. It involves 15 minutes of reflection on the day's events and is compulsory for everyone. We sneaked into a Grade VIII Closure session and this is what we saw.

The topic of discussion for today was an unfortunate incident in the dining hall involving table salt and the careless usage of the phrase – you are mad! The children were jointly reflecting on it. Should such a statement have been made? Was it not callous? Is it good to waste food? Is too much salt in someone's lunch a good thing?

Each child gives his view. Responsibility was owned and due apologies tendered. Issues were resolved without hurt pride or bad feelings. And Akshara and Ritwick are friends again.

**“Closure is a chance for everyone to unload their school ‘baggage’ before going home.”**  
Manpreet, Grade VIII Mentor

“My daughter recently wrote a letter to her headmistress asking her when a school trip that had been scheduled and later postponed due to some conflicting engagement, would take place. When I asked her why she had written to Mrs. Bandopadhyaya, my daughter said that she merely wished to remind ma'am because she seemed to have forgotten. The point that I am trying to make is that children at Indus are very much at ease with their mentors and are able to talk to them on a one-to-one basis, and also express themselves without being afraid of censure.”

Bindu Nayar, Parent, IWS Parent, Gurgaon

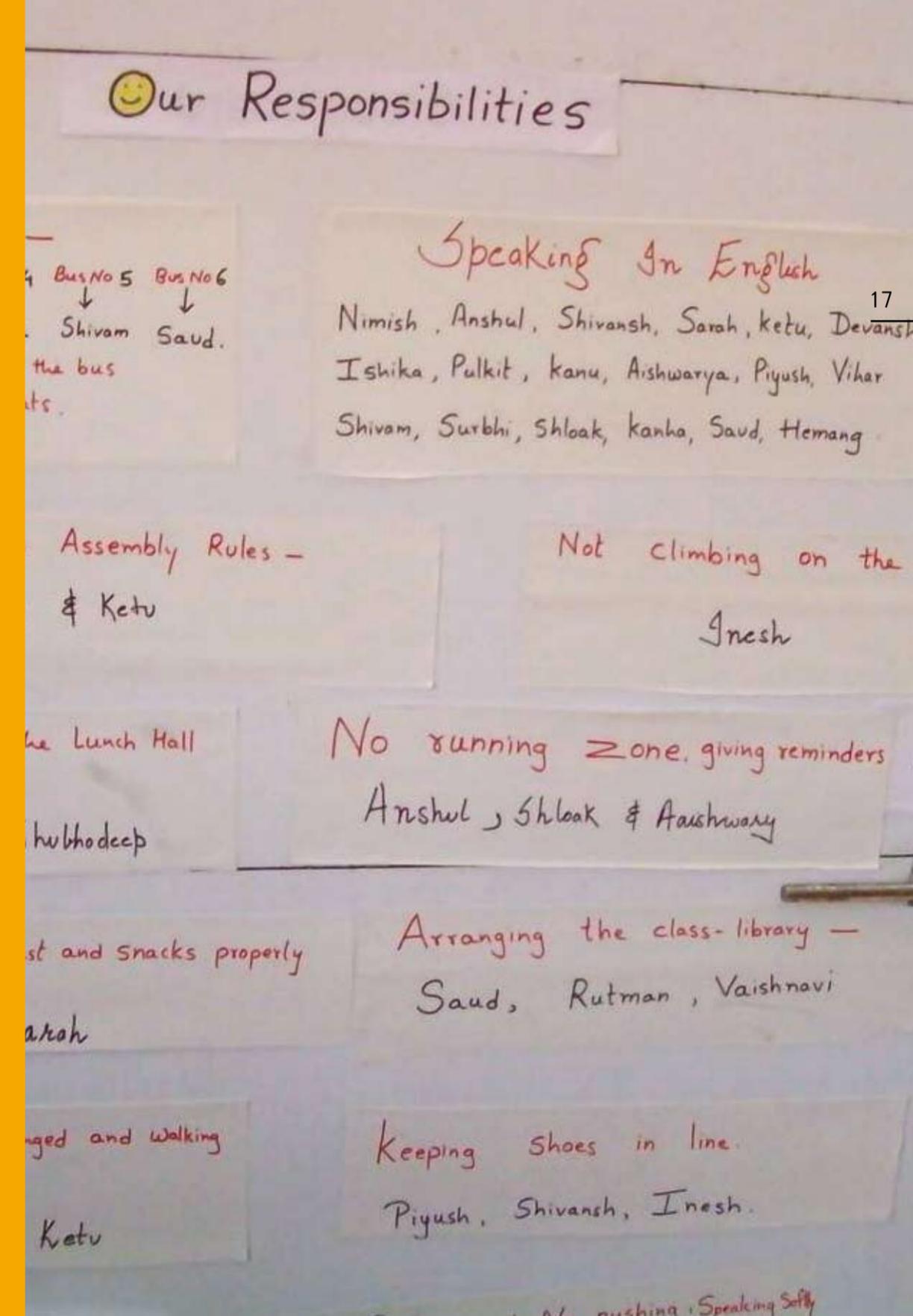
The students of Thomson's class have drawn up a class charter of their own. Here is a list of things they have promised themselves to do in order to become a 'good' class.

1. We will make our class beautiful and maintain it.
2. We will save our resources like electricity, paper, colour, etc.
3. We will keep our class clean.
4. We will help each other.
5. We will share our things when required.
6. We will ask before taking anything that belongs to someone else.
7. We will speak politely.
8. We will respect each other and everyone else.
9. We will participate and involve others in all activities.

The students of grade VI have unanimously agreed to the Class Charter. Perhaps inspired by the constitution of India. Thomson will have us know that this is what makes his a 'better' class.

**“One belief that helps me each time is that the children genuinely want to be good. They only need persistent reminders. This is one thing that brings me back fresh everyday.”**

Thomson Varghese, IWS Mentor, Indore



## National Curriculum Framework, 2005

### There's Nothing in My Bag Today

Today I did my math and science,  
I toasted bread.  
I halved and quartered.  
I counted, measured, used my eyes,  
and ears and head.  
I added and subtracted on the way,  
I used a magnet, blocks, and memory tray.  
I learnt about a rainbow and how to weigh.  
So please don't say, anything in your bag today?  
You see I'm sharing as I play.  
I learned to listen and  
speak clearly when I talk,  
to wait my turn, and when inside to walk.  
To put my thoughts into a phrase,  
to guide a crayon through a maze.  
To find my name and write it down,  
to do it with a smile and not a frown.  
To put my pasting brush away,  
So please don't say, what, nothing in your bag today?  
I've learnt about a snail and a worm,  
remembering how to take my turn.  
Helped a friend when he was stuck,  
learnt that water runs off a duck.  
I looked at words from left to right,  
agreed to differ, not to fight.  
So please don't say, did you only play today?

- Anon

The school follows the syllabus as prescribed by the NCERT.

The new NCERT curriculum relies on the individual teacher's imagination to build a productive lesson. It gives a free reign in terms of using various modes of learning the same lesson - like drama, drawing, outdoor classes, school visits, etc. In effect it is taking power from a prescribed syllabus and handing it back to the teacher. Where the child is armed with no more than a notebook and a 30-rupee textbook.

Smita Rathore, the principal of Indus Indore lists out the guiding principles of the NCF:

1. Connecting knowledge to life outside school
2. Ensuring that learning is shifted away from rote methods
2. Enriching the curriculum to provide for overall development of children rather than remaining textbook centric
3. Making examinations more flexible and integrated into classroom life
4. Nurturing children in such a way that they grow into informed, caring persons within the democratic polity of the country

**“Many teachers in other schools complain about the new format (of textbooks). They feel it is incomplete. An Indus mentor looks at it as opportunity to do something new and exciting in the classroom.”**

- Tushar Tamhane, Mentors' Mentor

At Indus, the curriculum is child centric.

**“The child is the sun at the centre of our solar system.”**

Monica, IWS-Mentor and mother of an eight year old studying at Indus.

We saw no bags in this school. Perhaps that is because all the books and notebooks are kept in the classroom itself. Neatly stacked in vertical shelves, each with loud labels bearing the child's name. Apart from home workbooks, there is nothing to carry to and from school. More room in the school bus for skating gear, colouring material and science projects.

**Ananda** - Up till grade II the Indus child is encouraged to fall in love with learning. This is what they call the joy of learning through discovery.

**Jigyaasa** - Now begins a continuous observation and individual student assessment by mentors up to grade V. Grading begins in grade VI and this includes grading by the self, peers, as well as mentors.

**Saadhana** - Grade IX onwards the rigor is centred around finding the right career.

Mathematics	Observations 
1 I can recognize and say the value of objects upto 5.	She has grasped the number facts up to number 5 very well and is aware of number names in Hindi as well as English.
2 I am able to use mathematical language (more, less, greater, lesser, top, bottom, bigger, smaller etc.) in different problem solving situations.	Rutman takes time to grasp the different concepts introduced but she grasped her understanding & application in different problem situations is very sound.
3 I can recognize objects of the same size and shapes.	Rutman explores actively her natural environment and observes different shapes she comes across with a keen eye. She could even identify the shape of regulator or fan, and eyes of the cartoon character printed on her bag.
4 I can put together different parts of puzzle to make a big picture.	She observes each piece of a puzzle keenly and applies her logic in putting together different parts of puzzle.
5 My understanding and use of spatial words is quite distinct and good, so I can recognize positions like in-out, big	Rutman has sound understanding of spatial words and applies these terms appropriately in different situations but sometimes gets confused with the English words.

**“Assessment is silent, vigilant and continuous.”**

Rashmi Virendra, IWS Parent

What is a student good at – nurture.  
What requires improvement – give productive feedback. Never attack a student's self-esteem.

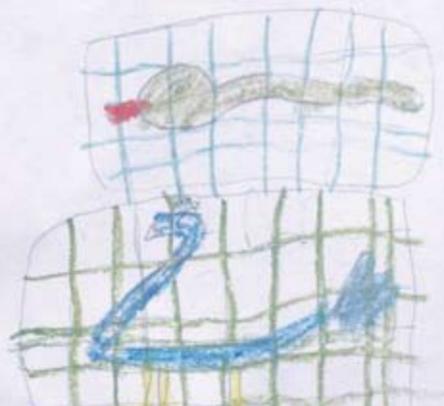
What I want to be when I grow up  
 I don't know what I want to be  
 grow up. I am a child. I should  
 this.  
 I use Xpressart

Language and communication exercises include role plays. Songs are frequently employed to appreciate different languages and cultures.

Indus mentors use a simple but highly effective four-step approach to teaching these skills – LSRW: **listen, speak, read and write.**



visit to zoo

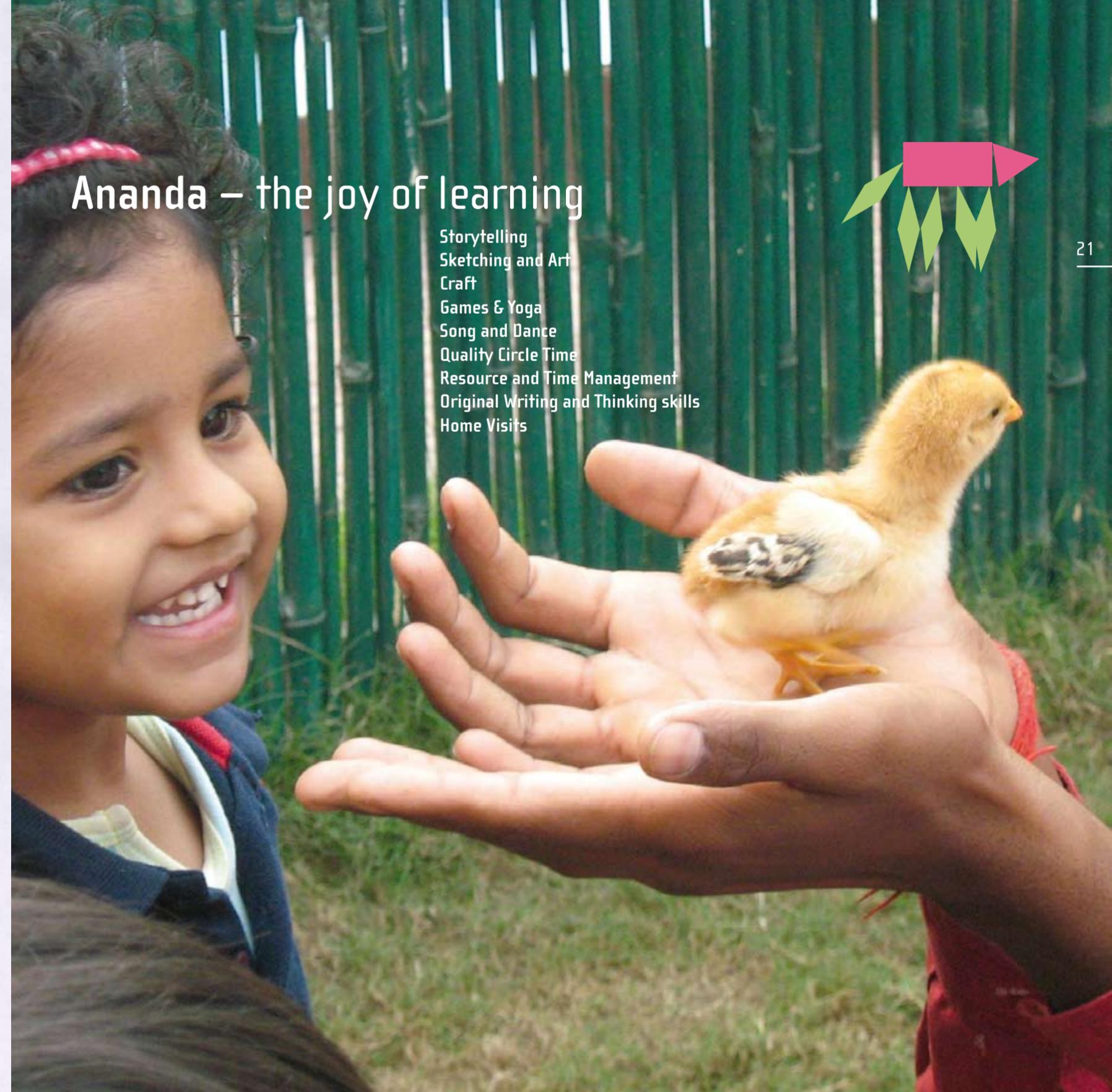


“Like most children, our daughter is quite talkative. When I brought this to her mentor’s attention with the request that she should not let our daughter talk too much during class hours, the mentor to our surprise, said that she would not do so since that would curb her natural imagination and creativity. She said that she prefers to have all her children express themselves.”

A former Indus Hyderabad parent, now with Indus Gurgaon

## Ananda – the joy of learning

- Storytelling
- Sketching and Art
- Craft
- Games & Yoga
- Song and Dance
- Quality Circle Time
- Resource and Time Management
- Original Writing and Thinking skills
- Home Visits



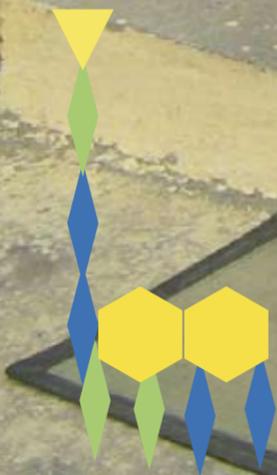
## The Child Who Made Me a Mentor

Anuj's mom had told me - he's very naughty, nobody ever agrees to keep him even for a few hours, nobody can take care of him, 'keep him out of trouble'! Anuj ruled my life for the first few weeks- instead of me telling him what to do, the way I had bossed over 35 kids at a time earlier; getting Anuj inside - क्लासरूम के बाहर से अन्दर लाने में दो महीने लग गए। One day he asked if he could have his lunch as he was hungry - then as he sat there eating he suddenly asked me - मैं खाना खा रहा हूँ तो आपके मुँह में भी पानी आ रहा होगा ना?

What freedom of expression! And that's when I realised that all he needed was to do everything on his own, he'd wanted special attention, he hadn't wanted to share attention or his space with any other kids. This would not be resolved in a day or an hour - it'd need skilful handling and a lot of patience ... Anuj - the boy who changed me from a teacher to a mentor.

Monica Jaiswal, Indus Mentor

Today we found Anuj reading from Dr Seuss at the morning assembly in front of the entire school.



THE TEACHING STAFF AT INDUS COMPRISES OF TRAINED AND CERTIFIED EDUCATORS. APART FROM ACADEMIC CREDITS, THE ONLY OTHER QUALIFICATION IS A LOVE FOR CHILDREN. THEY ARE REFERRED TO AS MENTORS.

**“Only 1 in 10 candidates makes it to the final list of the mentor selection program”**

Figure provided by IWS Human Resources

“What does a great school look like?”

It is one with motivated teachers who have the freedom to experiment each and every day, it's about principals who are facilitators that empower, and it's a place where parents get involved... it ends up being a place where kids love school!”

Sujit Bhattacharya, Director, Indus World School



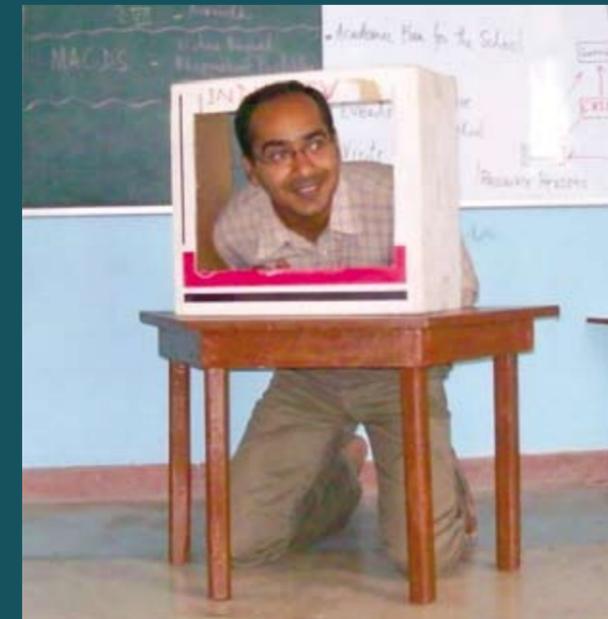
An Indus mentor knows by training that values cannot be taught. They must be observed and imbibed through example. Each mentor undergoes a rigorous teacher-training program spread over 60-days. They then emerge as mentors, certified – ‘unlearned’ and ready to build futures.



“I saw that the teachers here are so happy in what they do. I decided, I want to be a part of this.”

Bhavna, a parent turned mentor, on her first day at school

How can you teach something you haven't experienced yourself? The Do-It-Yourself approach used in mentor-training is used in the Indus classroom. The cornerstone of handling doubts is – Try, and if you still can't do it, you will then be guided.



“A true mentor helps students to fight their own battles. The only role of a mentor is to encourage and facilitate – be the safety net when you fall. But never lose track of your potential.”

R5 Baghel, Physical Development Mentor



A trainee mentor undergoing an endurance test in the form of a rappelling exercise. Stress tests like these are an integral part of the IWS mentor training program

“Teachers here are called mentors, but I think they ought to be called learners. I always want to be able to learn, and can see that in the past I have grown as a mother, as a person, in all senses.”

Monica Jaiswal, Grade V Mentor

“We are taught about classroom management, child psychology and parental participation. I love being here.”

Thomson Varghese, Indus Mentor

Suma Joshi resigned as an Indus mentor. Then one day, she came back to visit...

As I entered the school premises, a child saw me and came running towards me. A few more followed and soon they were all around me, asking me a million questions. Some of them came and hugged me and held my hand. I had a tough time trying to talk to all of them, so as not to make any one of them feel left out. ‘Suma, how are you?’ ‘Why did you leave the school Suma?’ ‘Did you like my project?’ ‘We miss you a lot’ ‘please give us your phone number and email id’. They said these and a million other things. One child wanted to show me that she had recently got braces on her teeth and that she felt they made her look ugly. I told her that she looked beautiful and that brought a smile to her face. Another child was annoyed as I was not in the school on his birthday. I meekly apologized and wished him. Yet another child wanted to know whether I would return to the school and I assured him in the negative. And all this took place just inside the main entrance of the school premises. People who had come to visit the school, parents who had some work in the school office, security guards at the gate, all of them witnessed this. I felt extremely awkward, but the kids didn’t feel that at all. I guess when we are grown up we stop taking things as they are and start analyzing things for no reason, in the process we forget to enjoy what is ‘there’.

“ स्कूल में प्रत्येक अध्यापिका पूरे समर्पण के साथ पढ़ाने के कार्य करती हैं, और जहाँ पर समर्पण होता है वहाँ बच्चों में पढ़ने का जज़्बा बना रहता है।”

Mukesh & Anshika Mukati, Indus Parents

“Think Indus, Feel Indus and Live Indus.”

Smrity Shrivastava, a recently joined Indus Mentor



Lending a helping hand to allow a fellow mentor to pass through a series of strategically placed ‘rope hurdles’ without touching any of them.

**“I am happy to say that Indus World मेरी इस कसौटी पर खरी उतरी है।”**  
Both Neelakshi Naolekar's sons are IWS learners

**PARENTS ARE AN INTEGRAL PART OF THE INDUS CURRICULUM. THEY COME TO SEE AND EXPERIENCE IT FOR THEMSELVES, TO WORK TOGETHER AT THE DELICATE ART OF NURTURING.**



And they usually go back having learned something completely new.

We have the potential. We just need someone to help us find it.



**“It is extremely important for us, as parents, to believe in the Indus philosophy, and to supplement it with our inputs and thoughts.”**

SN Ramesh, Grade V parent

1. Mr Salman Hashmi, FO Saud, Class-I
2. Mr Sharma, FO Samradha, Class-II
3. Mr Patidar, FO Harsh and Harshit, LKG

4. Mrs Jhala, MO Jaypal, Class-VI
5. Mrs Ansari, MO Namrah, Class-V

6. Mr Malviya, FO Shubham, Class-IV
7. Mr & Mrs Kulkarni, PO Kirti, Class-V

8. Mrs Jain, MO Tia, UKG
9. Mrs Purohit
10. Mrs Vasavada, MO Akshara, Class-VI

11. Mr Mewada, FO Simran, LKG

“पापा कह रहे हैं अंकल लोगों को दीवाली की शुभकामनाएँ तो दो। अरे भाई ये शुभकामनाएँ होता क्या है?”

From Gorki's World, a blog run by Amogh's father



Indus parents can choose to be involved in any aspect of the running of the school. Be it the transport committee or the mess hall, some of them even come in and take classes.



The father of six year old Amogh Bhatnagar of pre-primary-1 runs a foundation for parental guidance and often comes to Indus to conduct seminars on emotional intelligence for other parents.



As far as the child can see, parents are from a completely different planet. But when you are actively involved in your child's life and participate in the working of the school – a place your child spends more than half of his waking hours, it becomes easier to bridge the divide. And the school helps parents do that.



# Sadhana

FUTUREMAP / FUTURESECURE

## Career Launcher in the School

Each Indus-ite enters the Career Development Centre during the Saadhana phase of learning – Grade IX onwards, where learning becomes focused towards the ultimate career goal.

The CDC enables the child to effectively take career-decisions through a host of aptitude assessments, step-by-step career assistance and continuous support and guidance throughout the most crucial phase of schooling.

**FutureMap** and **FutureSecure** are career advisory and assistance programs at the CDC, to help students in the process of deciding which career stream to take up.

FutureMap is a series of psychometric exercises that assess one's aptitude, personality and interests to provide credible scientific conclusions on the career best suited for an individual.

These tests are followed by expert career guidance.

### Step 1: Know Yourself

What are the areas you excel at?  
What interests you the most?  
What are your personality traits?

### Step 2: Future Map Report

A report is generated based on your responses to the quizzes

### Step 3: Career Road Map

Guidance through career books and online career and college galleries



Enabling people realize their potential  
and achieve their dreams.

1995  
CL introduces the Personality Development Program for IIM  
aspirants in New Delhi

2009  
We run schools, business schools, vocational training centres  
and test-prep centres across 220 locations in India and the  
Middle-East

Career Launcher's Test Preparation division provides guidance and test-prep services to  
school students as well as students leaving college and aspiring to take up graduate professional  
courses in India or abroad.

**"I must congratulate the Career Launcher team  
for the personal touch they lend to each student."**

**A sincere thanks! "**

- Meghna Panwar, IIM-Indore

**"The 100 percentile that I have got this  
year is definitely owing to their  
guidance and contribution to my growth."**

- Varun Garg, 100 percentiler, CAT 2008

**"All the mentors at Career Launcher have been totally to our cause."**

- Atishay Jain



**"What stood out, more than anything, was the involvement and seriousness shown by the faculty."**

- Saumya Babbar, CSC, Noida

## MBA Entrance

Career Launcher has successfully trained over six lakh students preparing for MBA entrance exams like the Common Admission Test (CAT) and other national and regional MBA admission tests like XAT, SNAP, NMAT and TISS.

**1356 CL-ites got interview calls from the IIMs in CAT 2008**

**CL has sent almost 5000 students to the IIMs**



## Engineering/JEE

Career Launcher ARC trains students for engineering entrance exams. Apart from the Joint Entrance Exam for admission into the Indian Institute of Technology (IIT), grade 11 and 12 students are also helped with their preparations for the All India Engineering Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE), the Combined Entrance Exam for admission into BE courses in Delhi College of Engineering (DCE) and Netaji Subhas Institute of Technology (NSIT) and the BITS Admission Test (BITSAT).

**255+ CL-ARC students passed the IIT JEE in 2009**

**The topmost rank held by a CL student in the JEE All India Ranking was 320 with four CL-ites in the top 1000**

**More than 850 IITians are CL-ARC students**

## Law School Entrance

LST, a division of Career Launcher trains students in classes 11 and 12 in preparation for the Common Law Admission Test (CLAT), NLSIU, NUJS, NALSAR and other top Indian law college entrance exams.

LST in partnership with NALSAR, NLIU and GNLU has been carrying out legal awareness workshops, spreading awareness about careers in law and law schools itself.

**In 2007 nearly 75% of all students entering the top law schools were LST alumni**

**All India Rank 1 for the second consecutive year went to an LSTian**

**LSTians bagged 19 out of the top 20 and 92 out of the top 100 ranks**

## BBA Entrance

The CL BBA entrance program provides students with online technological support enabling 24x7 access to mentors, All-India benchmarking and continual performance analyses.

**CL has trained over 10,000 students over half a decade for BBA entrance exams**

**Over 150 interview calls from the College of Business Studies, India's premier BBA institute, went to CL students**



## Career Advisory Services

FutureMap (FM) and Future Secure (FS) are taken up by students in grades 8 to 12. FM is a scientifically designed program that analyses a student's Aptitude, Personality and Interests and maps these to the 'best suited' career. FS aims to take this process to its rightful culmination by guiding and preparing the student towards that career.

**Over 60,000 hours of research has gone into designing both these programmes**

**Over the last decade, FutureMap has guided over 10,000 students, in identifying their ideal career path**

### The FutureMap Team of Experts

**Dr Vimala Veeraraghavan** - Retired Professor of Applied Psychology, University of Delhi, South Campus

**Dr V S Bose** - Chairman, PG Board of Studies in Psychology, Andhra University

**Mr Amirullah Khan** - Head, South Asia Foundation, New Delhi

**Dr Usha Nayar** - Professor of Psychology, Tata Institute of Social Sciences, Mumbai

**Dr Janette Wilson** - Social Psychologist, Xavier College, Australia

**Dr Fredrick Coolidge** - Department of Psychology, University of Colorado Springs, USA

**Prof. Ken Glasgow** - Psychologist and Educationist, Australia

**Dr Nussrat Peseschkian** - Founder member of Positive Psychotherapy, Germany

### Some of the Schools that use Career Launcher FutureMap

Sanawar School, Sanawar

Assam Valley, Guwahati

Delhi Public School, Mathura Road

Delhi Public School, Dadri

Vishwa Bharti, Noida

Summer Fields, Delhi

Laxman Public School, Delhi

Army School, Kaluchak

Army School, Pithorgarh

Army School, Bangalore

Billabung High School, Mumbai

IES School, Mumbai

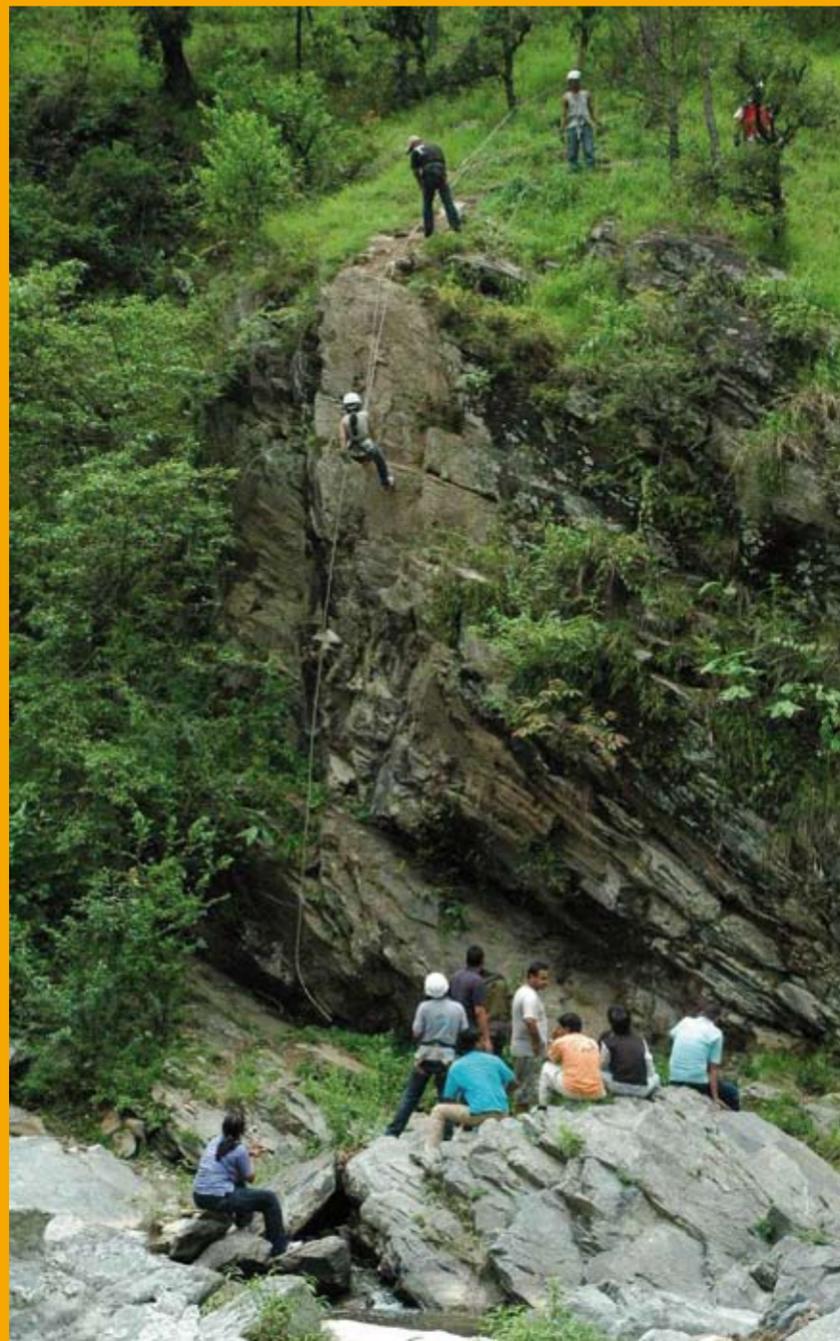
Children Academy, Mumbai

AF Petit Girls School, Mumbai

Utpal Sanghvi School, Mumbai

In all, there are over 45

schools in Mumbai



## Personality Development Program

PDP is accepted as the last word in preparation for anyone appearing for a Group Discussion or Interview, anywhere, for any admission, into any college or university.



The Personality Development Programme emphasizes **knowing thyself** to face any kind of challenge with honesty and integrity.

## Publications

CL has two magazines aimed at guiding students towards preparing for competitive exams.

### Management Compass

MC is the first and only magazine aimed at undergraduate students, aspiring to enter the corporate world by making it to a B-school of repute. The magazine offers tips on how to crack entrance exams, perspectives on what a B-school education entails, updates on current business and economic news and political affairs. It comes with a massive question bank on general awareness and current affairs, and interviews of management gurus and industry stalwarts.

### Career Choices

A novel magazine, aimed at students of classes VIII to XII. With an ever-increasing circulation year on year, among schools, Career Choices has proven itself as highly beneficial for clearing confusion — what stream to choose after class X or what subjects to choose in college. It also regularly features interviews with famous personalities. Career Choices magazine targets not only issues regarding career guidance, but also those of the mind, body and soul.

# MAKE WORLD-CLASS EDUCATION AVAILABLE AT LESS THAN Rs. 500 PER MONTH

It was hard to imagine at first but the people at Indus are doing it now.

## The Indus Academy

This is an extension of Indus World School for the poorer sections of society. The Indus Academy – a Career Launcher Education Foundation (CLEF) initiative, is a low-cost school that aims to take education to the underprivileged and to those living in some of the remotest parts of India.

Inspired by the thoughts of noted economist Prof. CK Prahalad, CLEF has embarked on a nationwide journey, that of fighting poverty and tackling unemployment.

The first IA was set up in rural Andhra Pradesh in June 2008. In the years since, this idea of change has evidently grown into an academic institution across several villages in Andhra.

The Indus Academy currently provides high quality education at nominal costs through nine schools across four districts in rural AP. It addresses the needs of 350 students and has a staff of 30 mentors.

## Fishing for solutions in the village

We went looking for an Indus Academy and visited some schools in rural Andhra. From the outside they look like any school in the village – amateur wall paintings, tiny hand prints and the sounds of children coming from within. Inside was Learning by Doing in action.

Grade II Indus Academy children were learning to count, with sets of ten twigs tied together with string. Another group of younger ones were learning numbers through Telegu rhyme. We also saw a unique card game especially devised by Indus Academy mentors that makes basic calculations like adding and multiplying much quicker and fun. It involved several cards in the shape of fish marked with numbers and calculation symbols, a magnet, some string and a stick. The children were fishing for answers to math problems.

**'... businesses, governments, and donor agencies (should) stop thinking of the poor as victims and instead start seeing them as resilient and creative entrepreneurs as well as value-demanding consumers.'**

- The Fortune at the Bottom of the Pyramid (2004) by Professor CK Prahalad, University of Michigan

**"Everyday after coming back home, she teaches rhymes to her cousins and helps them in their studies also."**

- Shoba, IA Parent, Ghatkesar. Her daughter Srujana is in Grade II

You will find an Indus here:

Bhongir  
Yadagirigutta  
Ramannapeta  
Chityala  
Suryapet

Ghatkesar  
Siddipet  
Kusumanchi  
Khammam Town



Many Indus Academy branches have also become the hub of social and developmental activities in the villages

“I recall an observation by Prof CK Prahalad. He said that touching any number less than a million children is a rounding off error in the Indian context of education. I haven't heard or felt anything more appropriate in my entire career in education. That resonates well with us, at CL.”

Satya Narayanan R, Chairperson - Indus World School



## Impacting the community as a whole

The long term vision is to transform each IA school into a CEC or Community Enabling Centre. The CEC will become the hub of various educational initiatives for the surrounding community, including a night school for adults, skill school for the youth and a centre for learning for women and the elderly.

## What keeps costs low and quality high?

About 50 to 100 Indus Academy schools in a district are supported by an Indus World School in the nearest city. This city school acts as a hub for IAs in the adjoining areas providing academic support and services required at the rural school.

Akin to a well to do person taking care of the not so fortunate

This is an effort by an education corporate to provide access to opportunities at the poorest levels.

## The Road Ahead

Career Launcher is poised to enter into public-private partnerships (PPP) with several state governments to enhance quality and delivery in existing government schools. These include projects in the following locations:

### Eklavya Tribal Schools of Gujarat

Applying Career Launcher expertise and know-how in secondary education to the running of tribal schools, in partnership with the government of Gujarat.

### Adarsh Schools of Punjab

Taking up the administration and academic delivery of several Adarsh government schools in partnership with the government of Punjab.

The opportunities and demand for training in skills like English Speaking and Computer Literacy in rural areas has led to CL looking towards integrating the Indus Academy with what can become Skill Schools - to be set up across India, again in joint partnership with the government.

“Our journey of change started almost two years ago. Among the various criticisms we heard back then, one of them was ‘Schools are uni-dimensional, they should simply teach children.’ But we have come a long way since.”

Arindam Lahiri, Director-Academics, Career Launcher

“CLEF is addressing the need of building the blocks on the front of Education, which is so very necessary in the future of any country, and more so in India, which is an abode - it pains me to say - for more than 25% of the world's out-of-school children.”

Nagendra and Pratima from Andhra Pradesh, currently living in Singapore – contributors to Indus Academy

The cost of sending one child to the Academy is Rs.675 per month. The school fees asked of parents is only Rs. 200. For the rest the Indus Academy relies on contributions by those like Nagendra and Pratima who want to see this change stay alive. This is an effort by an education corporate to provide access to opportunities at the poorest levels.

## SKILL SCHOOL

Skill Schools are the next level of Business to Government (B2G) initiatives taken by Career Launcher.

CL Skill Schools run employ-ability enhancement training programs for local youth in various part of Gujarat and Rajasthan, among upcoming locations in other states.

### Gujarat Knowledge Society

CL is a registered Training Partner of Gujarat Knowledge Society (GKS) to undertake vocational training courses (both IT and Non-IT) in the Saurashtra region of Gujarat.

### Rajasthan Mission on Livelihoods (RMoL)

CL is empanelled with the Government of Rajasthan as an expert vocational training service provider under Rajasthan Mission on Livelihoods. Currently it provides vocational training for youth through its training centres in the districts of Bikaner, Sri Ganganagar, Hanumangarh and Jhunjhunu.

Accounting, Marketing and Sales; AC, Refrigeration and Diesel Pump operations and maintenance are some of the courses offered by CL as part of RMoL. Two batches with more than 550 candidates have already successfully undergone training with a placement of around 80%.

CL has recently acquired a project from the Ministry of Rural Development, Government of India for employ-ability skills training of 6,400 rural BPL (Below Poverty Line) youth in 20 districts across Uttar Pradesh and Rajasthan.

## INDIAN TECHNOLOGY INSTITUTE

CL is the approved Industry Partner under a Government of India scheme for “Up-gradation of 1396 Government ITIs through public-private partnership”. CL has already adopted 20 ITIs in the states of Haryana, Punjab, Karnataka, Rajasthan, Chhattisgarh, and Andhra Pradesh and is now responsible for overall improvement in functioning of these ITIs in the areas of academics, practical training, teachers’ training, institute management and development of employability and soft skills.

Career Launcher is the largest trainer of rural youth in India today with over 15,000 students across 21 ITIs (Indian Technology Institutes, Government of India).



Summer Placements for the current academic year include companies like BBC, American President Line (APL), Outlook India, Vishal Retail, Gaja Capital, Autocar INDIA, GloboSport, Career Launcher, Pinstorm, Radio Mirchi, Ogilvy, Pfizer, NHPC Limited and Motilal Oswal Securities amongst others

On our visit to IWSB, we learned that a few students have opted out of summer placements to pursue their respective entrepreneurial ventures which they would be starting after the course. IWSB provides all necessary help for such initiatives including funding of good business ideas from the USD 1 million incubation centre.

## INDUS WORLD SCHOOL OF BUSINESS

At Indus World School of Business, Entrepreneurial Leadership is a mind-set. It is as much relevant to a start-up venture as to a mature business.

The IWSB offers a Bachelor in Business Administration (BBA) and a Post Graduation Program in Management (PGPM).

“IWSB is engaged in developing a new and innovative program to create visionaries who will contribute to India’s development, and also lead organizations globally. I am fortunate to be associated in developing such creative programs at IWSB.”

Prof. Ishwar Dayal, Head of IWSB Academic Committee; founding Director of IIM Lucknow. An academic leader of immense renown, he was Chairman of a Committee appointed by the Ministry of Human Resource Development to recommend on Policy Perspectives for Management Education in India.

THE IWSB ACADEMIC COMMITTEE

### Philip Anderson

INSEAD ALUMNI FUND PROFESSOR OF ENTREPRENEURSHIP

### Sridar Iyengar

BOARD MEMBER OF INFOSYS, ICICI BANK, CAREER LAUNCHER, REDIFF.COM

### Prof Mirza Saiyadain

FORMER FACULTY AT IIM AHMEDABAD FOR 27 YEARS. VISITING FACULTY AT UNIVERSITY OF KANSAS, USA AND MCGILL UNIVERSITY, CANADA.

### Prof K K Mehta

FOUNDER MEMBER OF INDIAN SOCIETY OF APPLIED BEHAVIOURAL SCIENTISTS AND INDIAN SOCIETY FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

### Sanjeev Bikhchandani

FOUNDER AND CEO - INFOEDGE (NAUKRI.COM, JEEVANSATHI.COM, 99ACRES.COM)

“With the track record and lineage that the founders of IWSB have, I see very high prospects for students. I am excited about coaching students at IWSB.”

### Vishwadeep Bajaj

FOUNDER AND CEO, VALUEFIRST

“Do you have fire in your belly? Do you persist and are willing to make sacrifices? I will coach you at IWSB to be an Entrepreneurial Leader.”

### Shantanu Prakash

FOUNDER EDUCOMP SOLUTIONS LTD



# MILES TO GO...



**Satya Narayanan R**

**CHAIRPERSON**  
Indus World School

We, the founders of Career Launcher, chose a statement of core purpose a long time ago. This was when CL was still a fledgling organization and the focus was still on test-preparation. Back then our aspirations were much larger than reality. Our postures about the future were incongruous with our rather modest bank balances.

Our core purpose reads –  
Enable people realize their potential and make their dreams come true.

As I sit to write this piece for the first edition of the Indus World Journey, I am, indeed, very proud of our team's farsightedness with respect to our core purpose. Over the past decade, we have constantly sought guidance from our Core purpose as well as Core values. IWS and Indus Academy are two live illustrations of the endeavour made by a committed team within CL to stay true to these and contribute our mite to society.

While IWS focuses on the Indian Middle Class that always aims at reaching the sky, the Indus Academy aims at bringing the same high quality education to the hugely talented children at the bottom of the socio-economic pyramid.

We are deeply proud of both these initiatives. In addition, we work in the area of teacher and leadership education

through IWSER (Indus World School of Education and Research), on impacting schools through Government Partnerships across the country and helping Indian youth develop employment skills through large scale initiatives under our foundation ([www.clef.in](http://www.clef.in)).

We believe that the IWS eco-system is poised to make a telling contribution to society. While we are moving towards the first milestone of about 50 schools over the next year or so, we believe our work has just begun. Remember, we are speaking about a country of a billion that needs at least 5000 new schools every year for the next 20 years. We have some work to do before we retire!

Before I close, it is only appropriate for me to state that we have covered this distance over the past three years thanks to the work put in by each member of my team. I feel hugely proud of every IWS-ian including the mentors, staff, principals, parents and the central support organisation.

With deep appreciation,

Satya Narayanan R  
CHAIRPERSON  
INDUS WORLD SCHOOL