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2024

INDIA - FRANCE: THE NEW FRIENDSHIP IN INTERNATIONAL HIGHER ED

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FRANCE: WHAT ARE THE NEW "INTERNATIONAL CLASSES" FOR INDIAN STUDENTS?

Exploring France's New 'International Classes

By
Sophie Collet Khanna
Founder
Inducation

Sophie Collet Khanna

This program was announced during French President Emmanuel Macron's State visit to India on Republic Day. We spoke with Sophie Collet Khanna, founder of Inducation and consultant helping French universities in expanding their activities in India, to delve into the details.

The creation of "international classes" has garnered significant attention in the Indian media. Could you provide a summary of the program's key features for Aiyyo readers?

Certainly. The "classes internationales" is a one-year program bridging the gap between grade 12 and the first year of a Bachelor's degree – typically a three-year program in France. During this period, Indian students focus on learning French as a foreign language alongside other subjects, preparing them for entry into their chosen Bachelor's program. Currently, this initiative is exclusively tailored for Indian students and is offered by 33 French institutions, including universities, engineering schools, business schools, and art institutions.

What prompted the introduction of this new initiative?

In 2023, France hosted approximately 8,000 Indian students, marking a significant improvement from previous years but still falling short of the goal set by President Macron during his visit to India: 30,000 Indian students in France by 2030. France remains relatively undiscovered as a study destination in India, with most programs taught in French, although English-medium courses are gaining momentum. This program aims to provide Indian students access to France's diverse educational landscape beyond solely English-taught programs.

How does the program operate?

Indian students can choose from the 33 participating institutions offering the program. The curriculum comprises approximately 65% French language instruction and 35% other academic subjects, tailored to the institution's expertise (engineering, arts, sciences, business, etc.). The goal is for students to achieve a B2 level in French by the end of the year, enabling them to pursue a French-taught Bachelor's program within the same institution or apply to any other French university.

What are the benefits for students?

Firstly, students gain access to a broader range of courses, as not all French higher education institutions offer English-language instruction. Additionally, the cultural immersion attained through language acquisition is unparalleled. From a professional standpoint, mastering French significantly enhances internship opportunities and job prospects in France, both during and after studies.

Do students need to speak French to join?

Yes, but not to apply. Let me explain. Students must have attained an A2 level in French before departing for France, although not necessarily at the time of application. Complete beginners can achieve the A2 level by September by following two levels of French at Alliance Française centers in India. In such cases, conditional admission is granted, contingent on submitting test results.

Are there any other eligibility criteria?

Yes. Students must demonstrate strong academic performance and be at least 18 years old at the commencement of the program in France, as it is not intended for minors.

What are the associated fees?

The program fees range from €3,000 to €10,000 (approximately INR 2.7 to 9 lakhs), depending on the institution's public or private status. Public university fees in France are substantially subsidized by the government. Bachelor's studies are similarly priced, except in some institutions where tuition fees may reach €15,000 annually. Annual fees for Master's programs vary from €3,000 (public institutions) to €20,000 (private institutions). Scholarship opportunities are available, with India being the largest beneficiary of French scholarships. Regarding living expenses, they average around €7,000 (INR 6.3 lakhs) per year in most French cities, rising to €10,000 (INR 9 lakhs) in Paris.

Anything else you'd like to share with our counseling community readers?

Absolutely! International classes offer Indian students a new pathway to France and it's great. But it's also important to note that France offers over 1,700 programs taught in English, including many in management, business, and social sciences, which Indian students may not be aware of. I hope this initiative will shed light on France's strengths in the eyes of Indian students: a high-quality higher education system with affordable costs.

Application details: Applications open till the 31st of March 2024 on www.classesinternationales.org.

International classes announced at the Modi-Marcron meet in Delhi

The initiative is reflected in the Joint Statement endorsed by President Macron and Prime Minister Modi on 26th February: "[…] both leaders have agreed to support the initiative of setting up international classes which will enable, from September 2024 onwards, Indian students to be taught French as a foreign language, methodology and academic contents in highly reputed French universities in France during one academic year, before entering their chosen curricula in France."

5 THINGS INTERNATIONAL STUDENTS REGULARLY MUCK UP IN UK MEDICAL ADMISSIONS

The Challenge of Medical Studies in the UK for International Students

By
James Rice
Head of Marketing at Dukes Plus Consultancy

James Rice

Applying to study Medicine in the UK can be challenging for international students. There is a variety of reasons for this, including increased competition, cultural differences and additional admissions requirements.

Places for international students on Medicine courses are often limited, with a disproportionate number of applicants per place. While Medicine is already a highly competitive degree, international students often struggle especially hard.

The below examples highlight the difference in success rates between home students and international students.

The below examples highlight the difference in success rates between home students and international students.

King's College London Undergraduate Medicine success rate 2021:

Home: 22.7%
International: 7.3%

Manchester Undergraduate Medicine success rate 2023:

Home: 58%
International: 27%

This page will describe five common muck-ups international students make when applying to UK Medicine, helping you avoid similar mistakes when preparing your application!

Mistake 1: Lack of Knowledge about the NHS

The NHS is the UK's National Health Service and is at the core of studying Medicine in the UK. During your studies, you will complete placements within NHS institutions.

Although many countries have similar health services, each is unique. Public-funded healthcare is distinctly different to private healthcare, where factors such as budgeting and prioritization play a role, in addition to ethical arguments. If you are from a country that has a private healthcare service, be sure to understand how your experience of healthcare will be different from the NHS.

Additionally, questions about the NHS - particularly its values - are common during Medicine interviews, so make sure you do not get caught out and do your research!

Mistake 2: Lack of Financial Preparation

UK students studying Medicine are charged an annual fee set by the government, which is the same for almost all UK universities. However, there are no such restrictions on international fees which can range between £30,000 - £67,000 annually.

Furthermore, UK students are entitled to both tuition and maintenance loans from the government to aid with university fees and living costs. However, international students cannot apply for these government loans. It is possible to get private loans to aid with university costs, however, the interest rates on these tend to be higher.

Further financial pressures for international students include travel costs and administration costs (e.g. visa). You will also be unable to work in certain jobs on a student visa which may make supporting yourself harder. Finally, there tend to be fewer loans and grants within the university available to international students in comparison to home students.

As an international student, it is important that you're aware of the costs of studying Medicine in the UK before you apply to ensure that you can meet financial requirements.

Mistake 3: Underappreciation of Academic Requirements

Getting into Medicine is competitive enough for UK students, but as described above, it is even more competitive for international students. This means that students outside of the UK need to prepare an outstanding application.

Subsequently, academic requirements, such as entrance exam scores, (e.g. UCAT, BMAT, GAMSAT) are higher. Below are a few examples of the minimum UCAT scores required for home versus international students.

Queen Mary University of London Undergraduate Medicine UCAT cutoff 2023:

Home: 2720
International: 2870

Birmingham University Undergraduate Medicine minimum UCAT 2023:

Home: 2880
International: 2960

Therefore, it is important to appreciate the tough requirements for international students so you know what to aim for when taking exams.

Mistake 4: Lack of Visa Preparation

All international students wishing to study in the UK require a student visa. Please note that EU students also require a visa since the immigration process has changed as a result of Brexit.

One of the common mistakes international students make is starting the visa application process too late. Timing it well may be challenging as you need to have received your offer before applying.

The process takes around 21 days and is time-consuming to complete. Therefore, you need to start your application as soon as possible once receiving an offer to ensure you have a valid visa in place before you arrive.

There are some additional costs associated with this. The visa itself costs £490, and you also have to pay the healthcare surcharge, which is currently £470 per year.

Please note that there are other administration requirements for international students. For example, a DBS check is required for all Medicine students as you will be working with vulnerable individuals. As the UK cannot make checks overseas, you will need to provide an equivalent background check from your country.

Mistake 5: Lack of English Language Preparation

For Medicine, a good level of English is particularly important as you will need to be able to communicate effectively with patients and peers. Additionally, Medicine is a language-heavy subject, with many new words to learn, even for native speakers.

Therefore, there are fairly strict requirements that students who are not native English speakers need to meet in order to be considered. Most UK medical schools prefer the International English Language Testing System (IELTS) and set rigid passing requirements for each section.

There are alternative options, but you will have to check individual universities' pages to confirm which qualifications or tests they are accepting. Allow yourself enough time to prepare sufficiently and take the exam ahead of submitting your application to medical schools.

UK Medical Admissions: Tips For International Students

Based on the common mistakes made by international students, we've gathered a few tips to help you succeed in your admission to a UK medical school.

- Understand what entrance exam scores are required for international students at the universities you are applying for

Admissions test statistics are often displayed on the university webpage, but if they are not, you will usually find a Freedom of Information request has been submitted. This research will help you apply strategically to improve your chances of being offered an interview and subsequently receive an offer.

As part of your application, you will also have to sit the UCAT. Note that the BMAT, which had previously been required for a handful of UK universities, is now discontinued.

While most universities that previously accepted the test will simply switch to the UCAT, some - specifically Oxford and Cambridge, - have not yet confirmed the new exam arrangements. If you're considering Oxbridge, make sure to regularly check their websites for updates on this.

- Learn about the NHS

Home students have the benefit of personal experience and prior knowledge about the system, but you will need to do sufficient research in order to be able to answer any questions about the NHS that may come up in your interview.

Make sure to also learn about topical health issues within the UK or the specific city in which you wish to study (e.g London) as these can vary massively and are a common topic to be asked in interviews.

- Set up a document checklist and note the deadlines

Whether it's a criminal record check or an English test exam, you need to know which documents you need to apply to your chosen medical schools, and which are required to submit a visa application. Missing documents or wrong versions of the documents may delay your acceptance or visa application approval, which, in turn, could prevent you from starting the course on time.

Overall, apart from the general interview and exam preparations you need to make, ensure to remain on top of your immigration requirements to avoid any undue delays and unnecessary stress!

For more information on the admissions process at UK medical schools, visit The Medic Portal.

PRE-MED SUMMER PROGRAMS

Discover your fit with a Medical education early

By
Lina Sernaite
Regional Sales Manager (Asia and UK onshore)
Immerse Education

Lina Sernaite

Embarking on a medical career is a monumental decision that involves getting to the very heart of your personal values and motivations - not to mention committing to over half a decade of study after high school. Before taking this leap, exploring medicine through summer schools offers a unique opportunity to understand the nuances of a medical career. In this discussion, we'll delve into how summer schools align with essential career development milestones, offering a holistic view of what it means to be in the medical field – from practical skills to aligning career ambitions with personal values.

The journey to becoming a medical professional is grounded in a blend of practical skills and theoretical understanding. Summer schools offer a hands-on approach to learning, where students engage in activities like medical dissections, first aid training and research into genealogy. These experiences are not just about skill acquisition; they are about bringing theoretical knowledge to life. Dissections, for example, make anatomical learning vivid and tangible.

Beyond the theory, there's an emphasis on application. In these programmes, students grapple with complex medical theories, not just as abstract concepts but as tools for real-world problem-solving. This combination of practical and theoretical learning is crucial for a well-rounded understanding of the medical profession and global health issues.

Moreover, these programmes don't operate in isolation. Through interacting with experienced professionals and peers from across the world, students gain invaluable workplace awareness and insights into various career paths in medicine (and insight into a vast range of global healthcare systems). It's a chance to understand the realities of the field, bridging the gap between academic learning and professional life. Our residential programmes take place in real-world university settings, adding an extra layer of authenticity to the learning experience. Students get to experience the life of a medical student, from attending lectures to participating in lab work.

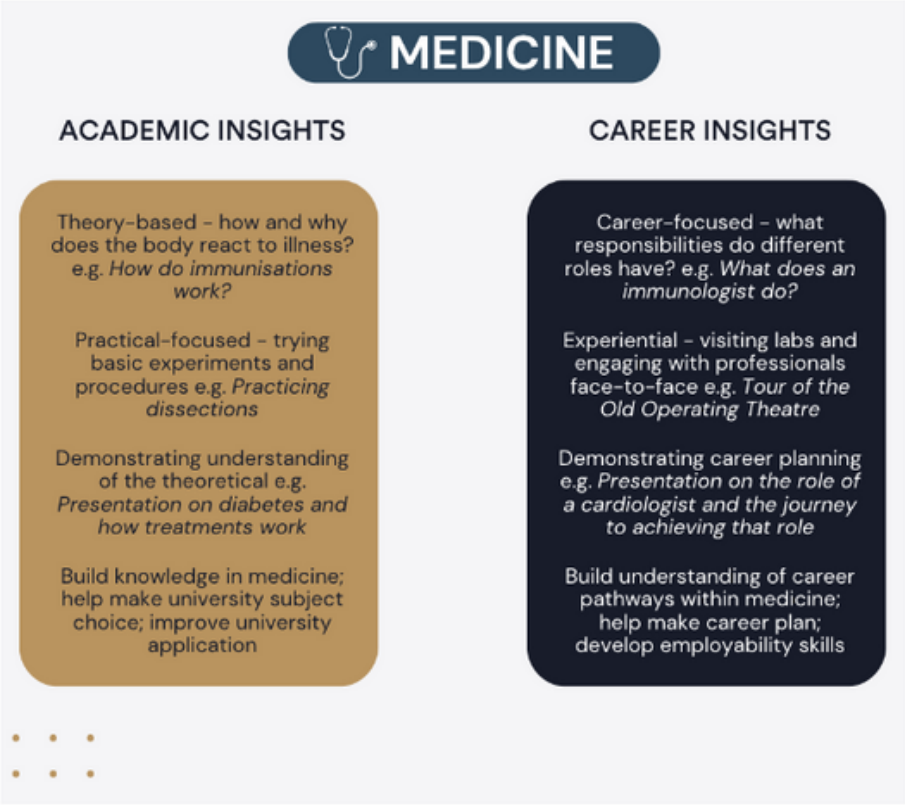
Choosing a medical specialism is highly personal - every medical student will vary in when, how and why they make the decision. One thing is always true, however - the more exposure to different fields, the more informed their eventual selection. A significant aspect of these summer schools is providing a window into the diverse specialisms on offer. In these immersive settings, students experience the rigours and rewards of medical education, helping them gauge their aptitude and interest.

One of the less discussed but equally important aspects of choosing a career in medicine is aligning one's career aspirations with personal values. Summer schools play a pivotal role in this alignment. Through the course of the program, students embark on personal projects and earn certifications that not only bolster their academic credentials but also reflect their individual interests and strengths.

These projects are opportunities for students to delve into areas of medicine that resonate with their personal ethos. Be it research in rare diseases or exploring innovative treatment methods, these projects help students carve a niche that aligns with their values and aspirations. This personalisation ensures that the path they choose in medicine is not just professionally rewarding but also personally fulfilling.

With small class sizes and dedicated mentorship, students receive focused attention, enhancing their learning experience. This individualised approach ensures that each student's unique educational needs are met, fostering a deeper and more meaningful understanding of the medical field.

In order to further individualise our summer school experiences, Immerse offers programmes in medicine with both career and academic focuses. Our Academic Insights programme will benefit students wish to focus on theory, knowledge and application, whilst our Career Insights programme has a focus on career paths, workplaces and employability.



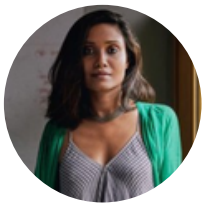
These programmes can be taken in person as well as online; the length of the experience is also flexible. Stacking these experiences allow participants to holistically prepare for a career in medicine – from practical skills to career awareness and personal value alignment.

Summer school programmes in medicine offer a comprehensive preview of what a career in this field entails. They blend academic rigour with personal development, preparing students for the challenges and rewards of the medical profession. For those looking to take part in person, the opportunity to study and reside at prestigious universities not only elevates the learning experience but also instils a sense of confidence and aspiration. It's about being part of a legacy of excellent teaching, in an environment that nurtures future medical leaders. These programmes are an invaluable stepping stone for those contemplating a future in medicine.

HOW TO BUILD A MAKER MINDSET & ITS IMPORTANCE IN CONSCIOUS PROBLEM SOLVING FOR YOUTH & YOUNG PEOPLE

Exploring New Horizons

By
Richa Shrivastava
Director, Maker's Asylum



Richa Shrivastava

Let's begin a fascinating journey through the annals of history to map out the remarkable evolution of the Maker Movement. This extraordinary entity has given birth to a global community driven by the fundamental principles of collaboration, sharing, creativity, and problem-solving thereby setting the stage for a new era of innovation.

The Maker Movement is a social and cultural phenomenon that emphasizes and celebrates DIY (Do-It-Yourself) and DIWO (Do-It-With-Others) activities, particularly in the domains of technology, craft, and invention. It encourages individuals and communities to create, tinker, prototype, and invent using a wide range of tools and materials. This phenomenon as we know it today has its genesis in various earlier DIY and crafting movements, but it gained significant momentum in the early 21st century. While it's challenging to pinpoint an exact starting date, the Maker Movement began to take shape in the mid-2000s.

India has always been at the forefront of a specific variant of creative innovation termed alternatively as jugaad and frugal innovation. But in addition to this unique mindset – one of the significant events that contributed to the emergence of the Maker Movement was the establishment of maker spaces, hackerspaces, and fab labs in major cities. These spaces provided the infrastructure and resources for individuals and communities to engage in hands-on making, tinkering, and innovation without attracting the fear of failure and judgment and most importantly to bring their ideas to life!

When my partner Vaibhav Chhabra established Maker's Asylum in 2013 – one of the first community makerspaces in India – a lot of people questioned him as to the need for such a space and what could be effectuated there. But 10 years down the line, we are witnessing an inflection point in India and powered by the New Education Policy, a lot of educational organizations are now comprehending the benefits of experimentation, hands-on learning while aligning with the pressing need to truly create a culture where students can imagine and actually get their hands dirty!

The world as we know is facing a unique convergence of environmental, economic and social crises and there is an urgency to address this. Furthermore, problems today are multidimensional in nature – which implies there is a requirement for people from all walks of life to congregate, share and solve these together. The dynamical model best suited for this is a transdisciplinary group so that a multiplicity of energising perspectives can be fruitfully harnessed.

This scenario bears a close resemblance to the story of the six blind men and the elephant. The only thing being different is that it is a story about 8 billion people on this planet. Yet, the most important segment of this population is the youth and young people who are going to be the inheritors of our planet earth. Having stated that, let's now take a look at what does having a maker mindset really encompass. I am also keenly taking this golden opportunity to define the persona of my favorite individuals in the world - the Makers:

- **Curiosity**: Makers are naturally curious and eager to understand the mechanics of things and how they work. They ask probing questions, take things apart, and explore to satisfy their insatiable curiosity. For example, a child who probes a broken toy to see what's inside exhibits a maker mindset.

- **Problem-Solving**: Makers view challenges as opportunities to find innovative solutions. They are resourceful and use a trial-and-error approach to tackle problems. An example is an engineer who builds a custom device to automate a repetitive task in people's daily lives.

- **Hands-On Learning**: Makers prefer learning through hands-on experiences. They may grasp nuances of electronics by building circuits, of programming by writing code, or of woodworking by creating furniture. Learning through making is a fundamental aspect of the maker mindset.

- **Innovation**: Makers are not limited by convention; they strive to find new, more efficient, or more creative ways of doing things. An innovator who designs a solar-powered water purifier for communities without access to clean water embodies the maker mindset.

- **Tinkering and Prototyping**: Makers often tinker with ideas and materials. They create prototypes to test their concepts and iterate on their designs. A product designer who continually refines a 3D-printed prototype until it meets user requirements demonstrates this dynamic aspect of the maker mindset.

- **Collaboration**: Makers frequently collaborate and share their knowledge with others. They recognize that combining skills and expertise can lead to more innovative solutions. For example, a group of artists and engineers working together to create an interactive art installation showcases the collaborative nature of the maker mindset.

- **Open Source and Sharing**: Makers often embrace open-source principles, sharing their designs, code, and instructions freely with the community. They believe in open innovation because it accelerates solutions for the real world while making them better.

- **Diverse Interests**: A maker mindset is not limited to a specific field or area of expertise. Makers can be found in various domains, from electronics and robotics to art, crafts, and cooking. An architect who explores ceramic pottery as a hobby or a musician who builds her own instruments illustrates the diversity of interests inherent to the maker mindset.

- **Resilience**: Makers are not discouraged by failures; they view them as opportunities to learn and improve. A maker mindset includes the resilience to overcome setbacks and keep pushing forward in pursuit of fascinating goals.

- **Sustainability**: Makers often evaluate the environmental impact of their projects. They may repurpose old materials or employ sustainable practices in their creations. For example, someone who transforms discarded materials into functional furniture exhibits a maker mindset with an emphasis on sustainability.

Creating a maker mindset in the youth is crucial for nurturing their creativity, problem-solving abilities, and innovative thinking. To foster this mindset, it's essential to encourage their curiosity, provide hands-on learning experiences, grant access to tools and resources while challenging them with real-world problems to solve. Exposure to a community of passionate makers who live by these principles daily and demonstrate a new way of thinking, in my opinion is the most important aspect of it all. When teenagers and the youth meet makers or go to makerspaces – they are challenged by an alternative way of thinking – which changes the way that they learn and perceive the world for the entirety of life!

But more on this in my next article...

NAVIGATING THE DECISION

AI or AA HL Math in the IBDP Program

By
Prof Karnik Shah
Prof Karniks's Pvt Math Tuition

Prof Karnik Shah

"Sir, do you think I should take AI or AA HL?"

As a math teacher, there's no question I've heard more. I've heard some variation of this question from every student I teach and every parent I've ever talked to.

Despite all this, I often find myself struggling to answer. Answering this question for any particular student is impossible without consulting them, and having a long conversation with them (and often their parents) about what they want and expect out of their IB experience.

In order to save myself some time and offer any parents or prospective IB students some guidance, I decided to write this article.

Of course everything here is just general guidance. If you're a parent or student looking for more specific aid, feel free to contact me for a one-to-one appointment, where I can offer some advice more specific to you.

With that out of the way, let's get started.

TO STUDENTS:

When students ask me for my opinions on which HL math to take, I find they often keep coming back to one thing: the difficulty.

There's a very common misconception students have, which is that AA HL is impossible deathtrap set by the IB, while AI HL is actually an SL technology course masquerading as an HL math class. This couldn't be more wrong. They're both difficult, just in different ways.

There's a trend I've noticed. Ask an AA HL student about their course, and they'll go on a rant about how hard their content is. Ask an AI HL student about their course, and they'll start ranting about their teacher.

I've found that the biggest opponent students face in AI HL isn't the difficulty of the content itself, but rather the fact that very few teachers are actually able to teach it! This isn't even necessarily due to the quality of the teacher; some of the most talented and beloved teachers I know have spoken to me about their struggles with teaching the course.

AA HL is a fairly standard math course. It aims to teach rigorous math. Students are faced with grueling schedule that is built around a seemingly never-ending amount of calculus, trigonometry and functions. While it's brutal to experience, it's easy to teach, and easy to learn. The hard part isn't the concepts - its their application.

AI HL on the other hand is built around concepts that are so new and modern that teachers themselves often don't understand them. Learning AI HL means grappling with extremely confusing and new ideas, with their difficulty balanced out only by their obvious applications.

Unfortunately, there is no easy way out. All it really comes down to is picking your poison, and understanding which type of math you'll be better suited to.

FOR PARENTS :

A lot of parents pressure their children into picking a certain math based on what they believe will look better on their transcript. While its true certain unis might hold either of the two in higher regard, I would like to propose an alternative option: choosing your math based on your child's interest.

AI HL and AA HL cover different bases entirely, and suggest the development of very different skills to universities. A student who excels in AI HL is one whose grown very accustomed to technology, thinking in 3D, and (of course) calculators. A student who excels in AA HL is someone who has an extremely strong base in basic math, and has developed excellent logic and problem-solving skills.

It's also important to think about your courses not just from the perspective of how a university might see you, but also how you might view your field. I've had computer science students in university telling me their most important course was AA HL, over even Comp Sci itself!

It's important to consider how the skills you'll learn will interact with the skills you need to know as well, and whether the two will work together is an important question to ask yourself before you make your decision.

FOR EVERYONE:

Finally, if there's one thing I could leave you with its this. Any direct answer to the question of "AI or AA HL" leaves out a lot of the nuance and subjectivity that should go into your decision. It also leaves out the two other options that exist.

Please remember that you *can* take math as an SL. This might no hold true if you're hoping to do engineering or physics, but if you're hoping to work in any of the hundreds of non-STEM fields out there, consider it as an option.

No matter which way you look at it, taking math as one of your HLs is a lot of work. It's up to you whether that's worth it.

FIVE NOVEL IDEAS FOR PROFILE BUILDING IN STEM FOR COUNSELORS

5 insights for profile building in STEM for counselors

By
Aashna Saraf
Founder
CreatED

Aashna Saraf

Eight years ago, well before my time at Harvard, while building Legos with my seven-year-old nephew, Arjun, he turned to me and exclaimed, “I wish I could build robots without instructions!” Instinctively, I replied, “Why not?” That evening, we went on a 'problem walk,' ambling around the neighborhood to identify problems that we could think of solving with Lego. Arjun noted the foul smell from open sewers, especially during the monsoon, and mentioned that because he has to constantly hold his breath, his asthma acts up. As a result, we spent the next week designing, building, and programming 'Fresh-o,' a Lego robot that moves around and sprays perfume.

He was thrilled, and we spent hours visiting various parks and streets with Fresh-o, using his mom’s perfume to mask the stinky odors of Mumbai's lanes. I saw him grasp the power of envisioning possibilities and take steps toward realizing his dreams. Since then, Arjun built his first drone at 13, developed an autonomous aerial carbon detection system by 14, and now at 15, is collaborating with Maharashtra's Environment Protection Society to identify air pollution hotspots using computer vision and geo-fencing, providing strategic pollution policy and landscaping advice.

Arjun was my first student and my first project. This marked the beginning of CreatED's story. CreatED is an innovation hub, empowering students to ideate, create, and build groundbreaking projects in STEM, psychology, and entrepreneurship. We operate at the intersection of students' interests and skills, meticulously guiding them to build projects that seamlessly weave into the broader fabric of their applications.

Here are my top 5 insights for profile building in STEM for counselors

Students must internalize the 'why' behind their innovations: The significance of the foundational idea cannot be overstated. Many students arrive at CreatED eager to share what they wish to create, yet few can articulate the reasons behind their ambitions. When questioned about their motives for wanting to build something specific, the common replies are aspirations like winning IRIS or being selected for ISEF. What these students fail to realize is that, although such competitions offer great opportunities—and CreatED indeed supports applications to these events—they should not serve as the primary inspiration for their ideas.

Ideas must have purpose and solve real-world problems: At CreatED, we allocate 1-3 weeks specifically for creative ideation. We've developed a unique generative AI tool, the CreatED Brainstorm Buddy, designed to help students discover the 'why' behind their innovation. Powered by GPT-4 and trained on more than 700 data points from the most impactful STEM solutions and ideas of the last decade, this tool is capable of generating 10-12 ideas for intriguing projects with real-world application. Students simply need to input their favorite subject, a skill they wish to learn or enhance, and an extracurricular activity they enjoy. Within moments, they receive 10-12 ideas that merge these three aspects. You can test out our AI at www.create-ed.in/brainstorm-buddy (sign up for access).

Propel students beyond product development: Profile building in STEM goes far beyond the product that students build. It involves demonstrating a nuanced understanding of the problem space, showcasing the ability to think critically and adaptively, and reflecting a genuine passion for inquiry and improvement. Meticulous documentation and reflection in the build process take students a long way. Setbacks, failures, and epiphanies while building complex STEM products often make some of the most intriguing narratives, adding both depth and technical prowess to a student's profile. Successful applicants are those who can articulate the impact of their projects beyond the classroom or competition, showing how their endeavors contribute to broader conversations in their field and society at large. It's this depth of engagement and thoughtfulness that distinguishes truly compelling applicants in the STEM fields.

Partnerships and opportunities in local communities matter: At CreatED, we understand that colleges want students who not only excel academically but also show an ability to apply their knowledge and skills in ways that benefit others in their community. Projects with real-world deployment speak volumes about a student's empathy, creativity, and leadership potential. It's the combination of innovative thinking, societal impact, and personal connection that we foster for all student projects. To that end, we've partnered with IIT Bombay to launch the Tech Visionaries Internship Program, a unique opportunity for students to apply their STEM skills in the nation's finest engineering institute. Learn more about it at www.create-ed.in/iit-internship.

Build resilience through experimentation

Innovation is often a path littered with failures and setbacks. At CreatED, we view these as invaluable learning opportunities. Our programs are designed to make students comfortable with experimentation, knowing well that not every attempt will be successful. We emphasize the importance of process over product every step of the way.

Thank you for reading!

CreatED

Custom Project Building Program

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Gain mentorship in innovative thinking strategies.

02 Project Scoping

Collaborate with experts to develop custom projects

03 Skill Building

Engage with a project-specific curriculum.

04 Competition Curation & Prep

Receive guidance for competition applications.

1:1 Mentorship

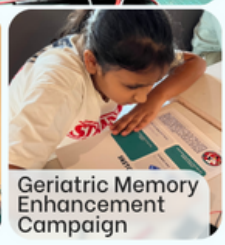
Online

Custom Schedule

10 Sessions

Interdisciplinary

Custom Project



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