

INTER SCHOOL ACTIVITIES.

Our student Khan Zainab Mohd. Iqbal from Std VII from our school has being selected for Sea Cadet Corps and is now in her second year of training.

Khan Ayesha Shakeel has also been selected in the Sea Cadet Corps and she is in her first year

30th January :-Inter School Drama Competition by Urdu Times:

All Maharashtra Inter School Drama Competition 'Taare Zameen Par' was organized by Urdu Times on 30th January'2016 at Anjuman-I-Islam's Saif Tyabji Girls' High School Auditorium. Nearly 42 schools across the state had participated in this Competition and we are extremely glad for having participated in such an event for the first time and we managed to bag 3 prizes:

- 1) Best Play Award for our play 'Shakar ka Daana'
- 2) Best Costume Award and also
- 3) Best Director's Award.

29th January: Martys' Day Programme.

Martys' day is the day where our heroes ultimately paid the price for our freedom during the struggle for justice, dignity and equality. On 29th January 2016 Sarvodaya International Trust along with Anjuman-I-Islam's Begum Sharifa Kalsekar Girls' High School arranged a programme on Martys' Day in the school Auditorium. The students participated with full enthusiasm in various events like songs, dance, drama and a special video on Mahatma Gandhi was shown.

8th to 10th December:-Inter School Science Exhibition,E/F South Ward

Science Exhibition was held at D.B.Kulkarni High School. Our school had participated in all the categories. Our teacher **Mrs. Midat Shaikh secured the third prize** in Teacher's Junior Teaching Aid category and was qualified for the Zonal Level.

20th December:-Inter School Karate Stick Fighting Competition.

It is a matter of great pride, that our school has been felicitated with the Best School of the Year (2015-16) Award by the National School of Combat Arts amongst the 13 schools which had participated in the 22nd Inter School Stick Fighting Championship held at Bai M.N Gamadia Girls' High school. **Our school received the award for active participation and also for winning three gold medals in the Championship.**

1st Place :-Maniar Ayesha Siididque.

1st Place:-Ansari Muntaha Ibrahim

1st Place:-Khan Alfiya Atique

2nd Place:-Ansari Mariya Ziya Ahmed

3rd Place:-Idrisi Tasneem Zahid Hussain.

10th January:-Inter School Jet Toy Challenge by Mahindra Rise Competition

Students of Std V and VI had participated in AIWM (All In World In Motion) Competition in Malad by Mahindra and Mahindra Ltd. A group of 8 students have participated in making Jet Toy Models where as a group of 4 students participated in making Skimmer under the guidance

of Ms.Sana and Ms. Tabassum. **Our students won the prize for ‘Best Presentation’ in making the Jet Toy Model.**

26th January :-Inter School Band Competition, AB and E Ward:

Mr Amin Parekh, member A-B and E Ward Committee (B.M.C) had organized an Inter School Marching Band Competition on 26thJanuary’2016 at Memonwada Playground, S.V.P. Road, near Fire Brigade. It was organized in the memory of Late.Shree Murli Deoraji (Former Minister of petroleum and Natural Gas) . Our school secured the second position in this Competition and was honoured with “Late. Murli Deora Trophy”

S.S.C March’ 2015 Result:

- This year SSC Board Results made us extremely overwhelmed as we secured 100% quality results fourth time in a row. Following are the details of our results.
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| ANJUMAN-I-ISLAM'S | | | | | | | | | | |
|--|-------------|------------|------------|-----|-------|-----------------------|-------------------------|---------------|-----------------------------------|--------|
| BEGUM SHARIFA KALSEKAR GIRLS' ENGLISH HIGH SCHOOL | | | | | | | | | | |
| RESULT OF S.S.C EXAMINATION HELD IN MARCH 2015 | | | | | | | | | | |
| NAME OF THE SCHOOL | NO.APPEARED | NO. PASSED | NO. FAILED | % | DIST. | 1 ST CLASS | 2 ND CLASSES | PASSED CLASS. | TOPPERS | % |
| ANJUMAN-I-ISLAM'S | 97 | 97 | - | 100 | 49 | 43 | 5 | - | 1}KHOT ZOYA ARSHAD | 94.80% |
| BEGUM SHARIFA KALSEKAR GIRLS' ENGLISH HIGH SCHOOL. | | | | | | | | | 2}KHAN ASMA BANU ASHRAF | 93.20% |
| 260 SABOO BAUG,BELLASIS ROAD.MUMBAI 400008. | | | | | | | | | 3}SIDDIQUI AREEJ KHALILUR REHMAN. | 92.60% |

INTER ANJUMAN ACTIVITIES

17th October:-Inter Anjuman Elocution Competition for teachers.

Teachers' Elocution Competition.

Teachers' Elocution Competition was held at Allana English Secondary School, Kurla where in two of our teachers i.e **Ms.Seema Raut secured the first Prize in Marathi Group and Ms.Sana Sayed received the Third Prize in English Group.**

28th December:-Inter Anjuman Group Singing Competition

Group Singing Competition was held at Allana Girls' High School, Kurla. The competition was held in all the four languages, English, Marathi, Hindi and Urdu. Our school had participated in

all the groups. Everyone had done well in the competition and we are glad that our **English Language Group won the first prize in this competition.**

28th December:-Inter Anjuman Poster Making Competition.

Inter Anjuman Poster Making Competition was held at Anjuman I Islam, Badruddin Tayabji C.S.T .The topic of the competition was ‘Beti Bachao Beti Padao’. Five students from our school participated in this competition. Our student, **Shaikh Raffat from std VIII B secured the second prize** in the Competition.

29th December:-Inter Anjuman Bait Baazi Competition.

Bait Bazi was held at Anjuman-I-Islam’s Begum Jamila High School,Versova wherein the entire Anjuman group of Urdu Medium Schools had participated. Three students had participated from our school too in this competition. It was indeed a glorious moment, as our School **won the third prize in Urdu Bait Baazi Competition amongst well established Urdu Medium Schools**

29th December:-Inter Anjuman Debate Competition.

Debate competition was held at A.I’s Begum Sharifa Kalsekar Girls’ English High School. The topic for debate was “Traditional books vs E-Books” .**We won the First Prize in this competition.** It was a proud moment for us to see our kids perform so well in the competition

30th December:-Elocution Competition

Elocution competition was held at Kurla Anjuman. It was held in all the four languages. Our school secured many awards in different categories. They are as follows:-

English

1st Prize Shaikh Daniya Rashid from Std V (My Parents Are Special)

2nd Prize Khan Laiba Gulam Ghaus from std VI (My Parents Are Special)

Hindi

Group I-3rd Prize Shaikh Sadaf Rshanali (My Parents Are Special)

Group II-Shaikh Fatima Iqbal (My Rights As A Child)

Group III- Ansari Anam Sajid (Globalization will inevitably lead to the total loss of cultural identity)

Marathi

Group I- 2nd Prize Idrisi Tasneem (My Parents Are Special)

Group III-3rd Prize Khan Adiba (Globalization will inevitably lead to the total loss of cultural identity)

Essay Writing Competition

It was held in respective schools according to the various groups and the results were declared by C.S.T

Group I-1st Prize Ansari Irlaqa mohd Sajid (My Mother A Gift From Allah s.w.t)

2nd Prize Ansari Arshi Gufran. (My Mother A Gift From Allah s.w.t)

Group III-1st Prize Shaikh Igra Ayaz (Students Role In Global Peace)

2nd Prize Khan Laiba Afsar. (Students Role In Global Peace)

Teachers' Handwriting Competition.

Teachers' Handwriting competition was held in the respective schools and the results were declared by Anjuman I Islam, C.S.T. Our teacher, **Ms.Khan Nazneen Sarzameen secured the Third Prize in the competition and Mrs. Neha Mokal received 2nd Prize in Marathi Handwriting Competition.**

Teachers' Essay Writing Competition.

Teachers' Handwriting Competition was held in the respective schools and the results were declared by Anjuman I Islam, C.S.T. Few of our teachers won in various categories. They are as follows:

Group I 1st Prize Mrs Minal Bhat

2nd Prize Ms. Sybal D'Britto

Group II 3rd Prize Mrs. Midat Shaikh

Group III 3rd Prize Ms.Rubina Zaveri

16th March S.F.A Symposium

It was held at Alma Latifi Hall .There were four competitions held on this day for teachers as well as for students i.e Slogan Writing,Poster making ,Quiz and Essay Writing Competition. **We have participated in all the categories .Siddique Faiza Nasiruddin secured Second Prize in Slogan Writing Competition in students' category and Mrs. Midat Shaikh secured the second prize in teachers' category.**

District Level

15th December National Handwriting Competition.

It was held in our school and 100 students have participated in this competition. And from these, **Shaikh Aisha Imtiyaz from VII A qualified at the district level in 'B' category.**

State Level

One of our students, Ms Khan Ayesha Shakeel has also been awarded the 2nd Prize in the Skating Competition at the State Level

National Level

One of our student, Ansari Mahiya Mohd Saleem secured the 7th position in the Handwriting Competition at the National Level by Spell Linc.

International Level

We made it to the Front Cover Page of the British Council's Schools Online Annual Souvenir:



Connecting Classrooms Programme by the British Council

Connecting Classroom Programme is a **powerful** global education programme which is an **exciting way of bringing a global dimension into the lives of young people and their teachers.**

Participants of the Connecting Classroom Programme consist of various types of schools, in response to the needs of different schools; the British Council facilitates the education authorities with successful exchange programme in education strategy planning, school management, teaching and learning methodology and practices with their counterparts

As the programme is managed by the British Council, English school teachers Mrs. Ruth Harding from North Leamington School, UK had visited Anjuman I Islam's Begum Sharifa Kalsekar Girls' English High School, Mumbai for a week in the month of August 2015 (16th August-22nd August) and Ms Nazneen Khan visited their school in the first week of October 2015 (4th October -11th October) .The main aim of this visit was to carry out the reciprocal programme at the next level which has had made significant achievements in the existing partnerships of both the schools.

Mrs. Ruth Harding first met the Headmistress Ms Fauzia Ansari who briefed her about the Anjuman I Islam Institute and also gave her a virtual glimpse about the school through the website. The English Department of Anjuman holds a competition each year that is the English Literati Competition (elocution, newspaper reading and play reading) wherein she judged the programme and felicitated the prize winners.

Mrs. Ruth Harding also got an opportunity to observe the history lessons on ancient and medieval civilization by Mrs Tasneem Shaikh through a power point presentation where in the students learnt about the remains of the ancient Harappan civilization. She also observed the students working and was fascinated to see how the students were making ornaments of clay during their class.

English lesson, 'In the bazaars of Hyderabad' was also observed by Mrs Harding where in Mrs. Shazia prepared a wonderful power point presentation and explained the poem. Mrs Parveen Shaikh gave a lesson on the Lions' Quest: Skills for Adolescence, building communication skills in children. The aim of this lesson was to help young children develop positive, healthy communication and commitment towards their families, schools and their peers.

On the last day a 'Talent Hunt Competition' was organized to discover and unfold the hidden talents among the students. The event intended to promote competition and creativity amongst students. Students of standard V-VII and VIII-X participated in the various junior and the senior group competitions which consisted of decorative flower making, mehendi design, salad dressing, jewelry design, pot painting, face painting, fabric painting and making articles of waste. Mrs. Harding appreciated the efforts made by students and was extremely overwhelmed to see the creativity of the students.

For our school teacher, Mrs Nazneen Khan, the journey of this productive trip to the UK began on the 4th of October 2015. This was the third exchange visit by our school for the Connecting Classrooms round 2. The main aim of this visit was to share the innovative ideas and to exchange the teaching learning techniques which are also a part of Connecting Classroom Programme. It was an altogether a novel experience for her at North Leamington School, to witness the school, to meet the Head Teacher Mrs. Joy Mitchell, and many other professors and teachers from different faculties like the English, Geography, Math, Science, Art and the Humanities Department at the UK partner school. The planning for the project (English , Geography and History) was done by Ms Emily Holmes and Mrs Nazneen Khan for the next academic year which was planned and sent to both the schools.

Mrs Nazneen Khan says "This trip made me grow within and helped me upgrade my teaching-learning techniques. I was really amazed to see the students there so focused and I truly appreciate their critical thinking. As they follow the GCSE curriculum, they have different strategies and style of teaching which makes the students more curious and intriguing. I even managed to catch a glimpse of the historical places like Warwick Castle and Shakespeare's birth place at Stratford Upon Avon".

Through the visits, so far, the staff at both the ends have established a deep partnership with each another, plenty of highly interactive exchange and collaborative subjects have been carried out among the schools which have created a great impact in the teaching learning progress of both the schools.

Projects carried out round the year:

Folk Tales in English

Pupils were encouraged to create examples of creative narrative writing based upon a stimulus from a folk tale from the partner school. Pupils were then given the start of a popular folk tale from their partner school and they produced the second half of the story.

Both the schools then shared their stories through the voxopop recordings and writing. The stories were then swapped with the partner school, so the pupils could compare the familiar ending, with the ones created by the foreign pupils. This provided the basis for challenging assumptions on the common ideals and values we share and where we diverge. Year 7 pupils at both schools participated as part of the English curriculum.

Pupils in NLS and Anjuman studied a range of pictures and descriptions from both English and Indian fantasy stories. They discussed similarities and differences, influence of culture, things they were both scared of etc. In pairs, pupils created their own fantasy character. These were then scanned in and emailed over to the partner school respectively.

Pupils were given a creature created by the pupils at partner school. Pupils wrote a story using their partners' fantasy character. The stories were posted back to the partner school and delivered to the pupils who created the character.

Pupils also created a small video message saying what they liked about the story their partners wrote with their character and whether it would be scary in their own country.

Fair Trade: Exchange of leaflets assessing fair trade status

The fair trade project aimed to give students a heightened sense of their place in the global market. They understood how their actions as a consumer affect people around the world through global trade.

Students in both the schools completed a campaign to promote fair trade within the local community and particularly within their school. Students acquired knowledge on why trade is often currently unfair, why fair trade is important and what role they have as global citizens to ensure that fair trade is encouraged. They were then asked to create leaflets which discussed the importance of fair trade and promote fair trade using case study examples such as fair trade bananas and fair trade footballs. Students worked in groups to produce leaflets and also required to conduct research as part of the process of learning. This project was implemented across the year 7 curriculum in both the schools (In UK it was facilitated through Opening Minds in North Leamington School).

The leaflets were then shared between the two schools with students reflecting on how the other school views fair trade and how they have presented their leaflets. The students had then set up a video conference to explain to each other how they were going to encourage fair trade within the school they are in. The students at NLS worked diligently towards getting their school fair trade status, reflecting on ideas discussed in the leaflets and through the video conference. An assessment opportunity was provided to the students to assess the other school's progress in trying to reach fair trade status and to evaluate any possible problems that may become apparent.

British Empire Project

Exchange of Lessons and Reflective Essays on British Rule in India

Students in both schools investigated the impacts of the British Empire on both Britain and India, looking specifically at the different ways in which it has been interpreted and why these interpretations have been formulated. This has been done through researching source based evidence from the rulers and ruled within the British empire, as well as looking at key events and processes which impacted upon Britain and its colonies. The students also investigated the positive and negative impacts of the British Empire in the nineteenth century, focussing on how and why those affected viewed the empire differently. Students in both schools had written well researched essays on the title: 'British rule in India had largely negative consequences. Explain

how far you agree'. The essays were then shared and reflected on. Year 9 History at North Leamington School and Anjuman were involved in this project.

Students in both schools investigated the impacts of the British Empire on India, looking specifically at the different ways in which it has been interpreted and why these interpretations have been formulated. This was done through researching source based evidence from the rulers and ruled within the British empire, as well as looking at key events and processes which impacted upon Britain and its colonies. Pupils were then encouraged to reflect on how one should view this history and compare whether their viewpoints are the same as the partner countries. The project encouraged pupils to critically evaluate evidence and explore alternative viewpoints.

NLS pupils answered the question: 'How should British people feel about British rule in India' as an essay response (or imaginary letter to Lord Mountbatten explaining their views).

Anjuman pupils answered the question: 'How should Indian people feel about British rule in India?' as an essay response.

A selection of essays (around 3 from each class) were scanned in and sent to partner school.

Each class then read 2-3 essays from partner schools and recorded their views:

Was this the view you expected pupils from India/Britain to have?

Why/why not?

Why do you think Indian/British pupils see it from this perspective?

A sample of these were scanned in and sent back to partner schools to share their findings.

Similarities and Differences (Geography)

Pupils explored the similarities, differences and links that exist between Leamington and Mumbai. Pupils created a multimedia presentation in groups on different sectors of their home region.

- Size of place; function of place (e.g. market town, commercial town etc.); infrastructure; population; religion; economy
- What links do they have with partner country: transport links; cultural links; trade links; electronic communication links; migration links (e.g. Tatar own JLR, economic migrant etc.)
- Plans for the future (Vision Mumbai for Indian Pupils / HS2 for North Leamington pupils); strategies for managing change on an individual level, local/community level, local government level, main government level, international level; the potential impact of those changes

These were then sent to the partner school so they can identify the similarities, differences and links between the partner area and their home area. The project linked to the KS4 Geography curriculum of both the schools and was undertaken by Year 10. At North Leamington, the

project was particularly focused on preparation for OCR GCSE Geography A (Unit A673): Similarities and Differences.

Crime and Punishment (Opening Minds)

Pupils researched crimes, laws and punishments in their home country and produced leaflet. Leaflets were sent to partner schools. Pupils emailed back with an evaluation of whether they think British or Indian laws are the fairest/most appropriate and why.

The project aimed to get pupils thinking critically about why we have laws and what is the most appropriate thing to do when someone breaks them. It also aimed to get pupils to consider other people's point of view from different part of the world, what might influence them and whether they agreed with their viewpoint. [Rights and Responsibilities/Critical Thinking /Open to New Ideas].

Learning Outcomes of the Projects:

The Folk Tales project helped pupils understand how folk tales form part of their collective sense of identity and belonging, and, challenge their cultural assumptions on what is frightening and why. It also gave them space for creative thinking and collaborative work with those from another culture. The stories, and pupils' reflection, were also distributed to parents and disseminated through our website.

The Crime and Punishment project encouraged pupils to think critically about justice and the cultural influence on their current laws. It opened their minds to new ideas and ways of perceiving crime and justice. It also encouraged them to critically engage with a citizen's rights and responsibilities

The British Empire activity deepened students' awareness of the historical context of the interactions between Britain and India and its continuing legacy. It encouraged them to think critically about different historical perspectives as well as the justice and peace issues involved. It opened their minds to new viewpoints as well as encouraging them to enquire how these viewpoints are formed.

The Similarities and Differences project enabled pupils to explore the ways in which they share common grounds with those in the partner school, compared how progression of a city is made in an increasingly globalised world, and explored their identity within it.

Sustainable Partnership and its Impact on the Teaching Learning Process :

In both the schools, we have found that the most successful model is where collaborative activities are embedded as part of a subject's scheme of learning and meet both the global themes, skills and outlook and the requirements of the curriculum. This means that projects are sustainable and run year on year, and each pupil gets the chance to access the projects as they move through the school. As we take forward the new projects we are committed to following this model and have taken care that the English and Geography projects shed new light on the learning in these areas.

Both schools have assigned International Co-ordinators, who are given the time and scope to maintain the partnership, and both the current co-ordinators have this position on a fixed term contract. Furthermore, as schools with full International School status, both have an interest in maintaining the partnership, which is shared and supported by their respective leadership teams.

The reciprocal visits have also enabled a wider range of teachers to travel to the partner schools and gain a real understanding of the partnership and how it works. This has meant that in both schools there is a broadening body of staffs that are actively involved and have a deep understanding of the culture and practices of the partner school and the partnership's vision.

During the reciprocal visits, both schools have been committed to enabling partner teachers to experience the wider community in order to fully appreciate the context and culture in which each school operates. For example, visits to different areas of the city and important cultural monuments and festivals.

Both the schools promote their global aspect through their active school websites. This allows parents to be fully informed of the internationalism taking place in the schools and the impact it is having on the student's learning. We also publish news about the partnerships in the local newspapers (these have included some of the reciprocal activities being reported in the 'Leamington Courier' and the Times of India-School Edition) as well as the newsletters which is circulated amongst the parents and also through the online portal. Anjuman also this year printed a newsletter in the form of an A4 colour booklet which gives an overview of the partnership from its inception to present day, in order to give to key stakeholders and those wishing to pursue international learning in their schools. Each school also has a display area, highlighting the partnership and the work being done across the curriculum.

As Anjuman is also a British Council Ambassador school, it shares its reciprocal experiences through various meetings and workshops with other schools across the country to promote International learning across schools.

The reciprocal visits conducted in August and October has been vital in ensuring the maintenance of the reciprocal projects since the inception of the partnership. Both International Co-ordinators were able to meet with key curriculum staff and heads of departments to secure what was happening over the year, and to put a timetable together for both the schools.

It is really important that all the projects are embedded into the curriculum (in order that it is sustainable) and meet the needs of the new curriculum, so it was essential we were able to meet in this way as new curriculums were being written across the four subjects in which we carry out activities. Being able to do this in person with the International Co-ordinator from Anjuman meant that the staffs at both ends were also able to ensure it fitted in with Anjuman's current curriculum and commitments so it benefited each school equally.

Both schools having dedicated International Co-ordinators ensured that the projects run smoothly each year and the necessary communication is upheld between the two schools and between the different departments. Having someone dedicated to this role and to pursuing the partnership has been vital in overcoming changes within the school and ensuring the partnership maintains its relevance, impact and vitality. It also a testament as to how the leadership of the school is fully committed to pursuing international learning and maintaining the partnership. As well as maintaining our current profile with parents and the local community, both schools will use appointed International Leaders to help publicise and share the impact of global learning. They will not only help co-ordinate the publication on the website, newsletters etc., but also communication amongst pupils themselves and highlighting the work done in assemblies. The reciprocal work itself will also be displayed on both school websites.

In addition, the last reciprocal visit enabled a link to be formed between the Individual Educational Needs department at North Leamington and Anjuman. This has proved to be a truly engaging experience for pupils whose emotional, behavioural and learning needs mean they can

be disaffected. Sessions have already taken place where they have interviewed Indian member of staff on life in India, and this has led to the exchange of art work, letters and emails between the pupils. Plans are also in place for Skype sessions between the two groups of students. This is an encouraging way to involve pupils into the partnerships that are often marginalised within school. It not only inspires them about the project and international learning, but also gives them a touchstone for when they will encounter these collaborative projects in lessons, making it more likely that they will successfully engage with them.

Successful partnerships between Anjuman and NLS have had profound lasting impact on the professional development for teachers, and an opportunity to share best practices with colleagues in both the schools and create global citizenship skills in the students of both the schools.

The West meets the East: Generation UK-India Programme

Globalization has brought together countries and its businesses under one dynamic roof. The Study India Programme is a flagship programme of the British Council that has been contributing towards supporting inward mobility of the UK students to India. The aim of the program has been to raise student's awareness of multi-cultural and multi-ethnic society as well as encourage student mobility amongst youth in the UK. The programme has enabled undergraduate students from UK universities and colleges to visit India for three weeks to gain experience of Indian culture, way of life, people, arts, politics, economy and language and explore for further study or work in India.

UK- Students Visit our School :

A group of about 30 UK students (18-22 years from different Universities across the UK) had visited India in the month of August and September under the Study India Programme, led by Indogenius , to experience life and work in India. One of the aspects of this visit was also to gain an overview of the school system in India. Our school had been selected by the British Council for this 2 days visit in August and September from 9:30 to 1 o'clock. The visit mainly involved a quick tour of the school, interaction with Head, teachers as well as the students, apart from observation of a class/an activity taking place as a part of the normal timetable.

The main purpose of this visit was to gain an insight in the education system of India, our school set-up, educational process, life skill education, and education in the 21st century. The visit was a great success as both the students as well as teachers received an enriching experience about global perspective in education. They were truly inspired by the good tone of the students, their discipline and mannerisms, the school's environment, activities and the efforts taken by the teachers towards the 21st Century Education.

An important element of the Study India Programme is to provide the UK and the Indian students the chance to interact and learn from each other. Ideally about 25-30 students are split in 7-9 classes spending around 3 hrs in the school. This visit includes:

- Welcome and Introduction to the school and Indian Education system by the Head Teacher/Principal.
- Opportunity for the UK students to sit through a classroom session, so they can see how the Indian students learn.
- UK students to make a presentation to the Indian students on "Introduction to UK Education System". This could include the subjects they study and how they are taught.
- An informal interaction with Indian students and those from the UK so they can share learn about each other, their inspirations and aspirations.

SIP Background:

The programme enables undergraduate students from UK universities and colleges to visit India for three weeks to gain experience of Indian culture, way of life, people, arts, politics, economy and language and it also provides opportunity to the UK undergraduate students to explore for further study or work in India. The SIP students also get an opportunity for a one-week work placement or internship with Indian companies during their visit. The UKIERI Study India programme started in 2009 and till date over 900 UK students have got a chance to travel to India and learn about new culture and enterprise skills.

The programme is intended to broaden participants' horizons as well as to help to address the disparity in inbound / outbound student migration by increasing student mobility within the UK, from the UK to India or elsewhere internationally or merely to have a greater understanding of life in a global economy to address inequality of access to opportunities in life.

The Study India Programme (SIP) is funded by UKIERI and managed by IndoGenius.

While in India, the students live and work alongside their Indian counterparts, participating in workshops, working with a range of local, national & multinational companies and gaining a better understanding of a richly diverse country like India. The intention of the program is that students go back with a new perspective to life, having witnessed contrasts of wealth and affluence as well as poverty in India and further share their learning with peers in their home country.

Also, the students work in groups called "Learning Groups" to enable learning in India and to help students reflect on their experience.

On their return to the UK, the students are expected to go into UK schools and disseminate their learning and experiences as ambassadors. The students also engage online and network with other young people in the UK, to communicate the need to be Global Citizens.

A group of 30 students drawn from different universities across the UK, based upon the past success of UKIERI Study India Programme and British Council Generation UK, visited Anjuman-I-Islam's Begum Sharifa Kalsekar Girls' English High School, Mumbai Central on 6th August 2015 and 9th September'2015 respectively.

These students were first introduced to the school which was led by our Head Girl and the student council. The students from UK interacted with the VIII, IX and X STD students in their classes where in they conducted a number of activities and discussed the similarities between UK and India, about the discipline system, the education system etc. Some of these students observed the classes and later had an interactive session to have a healthy exchange of the education set up in both the countries.

The students from UK had a productive interaction with the student council, members of the faculty and exchanged their ideas related to the education in the 21st century for the young children leading to various mutually agreed global educational partnerships and programs.

Some of the UK students described their visit to the country as an expedition, as it has made them realize that young people from across the globe can work together regardless of their race and status in society. "It was a wonderful experience that I have had with these students. I would love to come back again; there are things that I saw that really touched me and that will stay in my mind forever. There are so many things that we see on TV about Mumbai and seeing them first hand was really a thing that will always be cherished by me," said one of the UK student.

One of the UK student said that their visit had proved to be immensely productive and they had realized that the infrastructure and the advanced facilities provided to the students of the school could match the best across the globe”.

The visit was a great success as the teachers and the students received an enriching experiences about global perceptive about education. In order to foster a deeper understanding of the Indian education system and facilitate a study exchange program aimed at enhancing the quality of education between India and Britain.