Date: 10 December 2018

To,
Minister of Higher Education,
Uzbekistan Government,
Tashkent
Uzbekistan

Subject: Submission of Proposal for establishing a Knowledge Village in Tashkent, Uzbekistan

Dear Sir,

We consider it our privilege to introduce ourselves as a leading international investor. We are impressed by various steps undertaken by the government of Uzbekistan to develop the education sector in the country. We are sure that the encouragement provided to foreign investors in developing the nation's education sector will usher in a new era of socio-economic growth in the region. We strongly believe that education and other skills play a key role in a nation's socio-economic growth.

Highly encouraged by your Ministry's initiatives to invite investment for the education sector in Uzbekistan, we plan to set up Minerva World of Knowledge in Tashkent, Uzbekistan. This education campus will have two Universities and a state of the art international school. We are submitting a brief proposal for your kind consideration. We request kind help from your office in procurement of suitable land and other related approvals so that we could commence work on our project in a time bound fashion.

We will be glad to furnish any other detail or information that may be required.

Sincerely,

Aakash Garg

PROPOSAL FOR ESTABLISHING A MULTIDISCIPLINARY MINERVA WORLD OF KNOWLEDGE IN TASHKENT (UZBEKISTAN)

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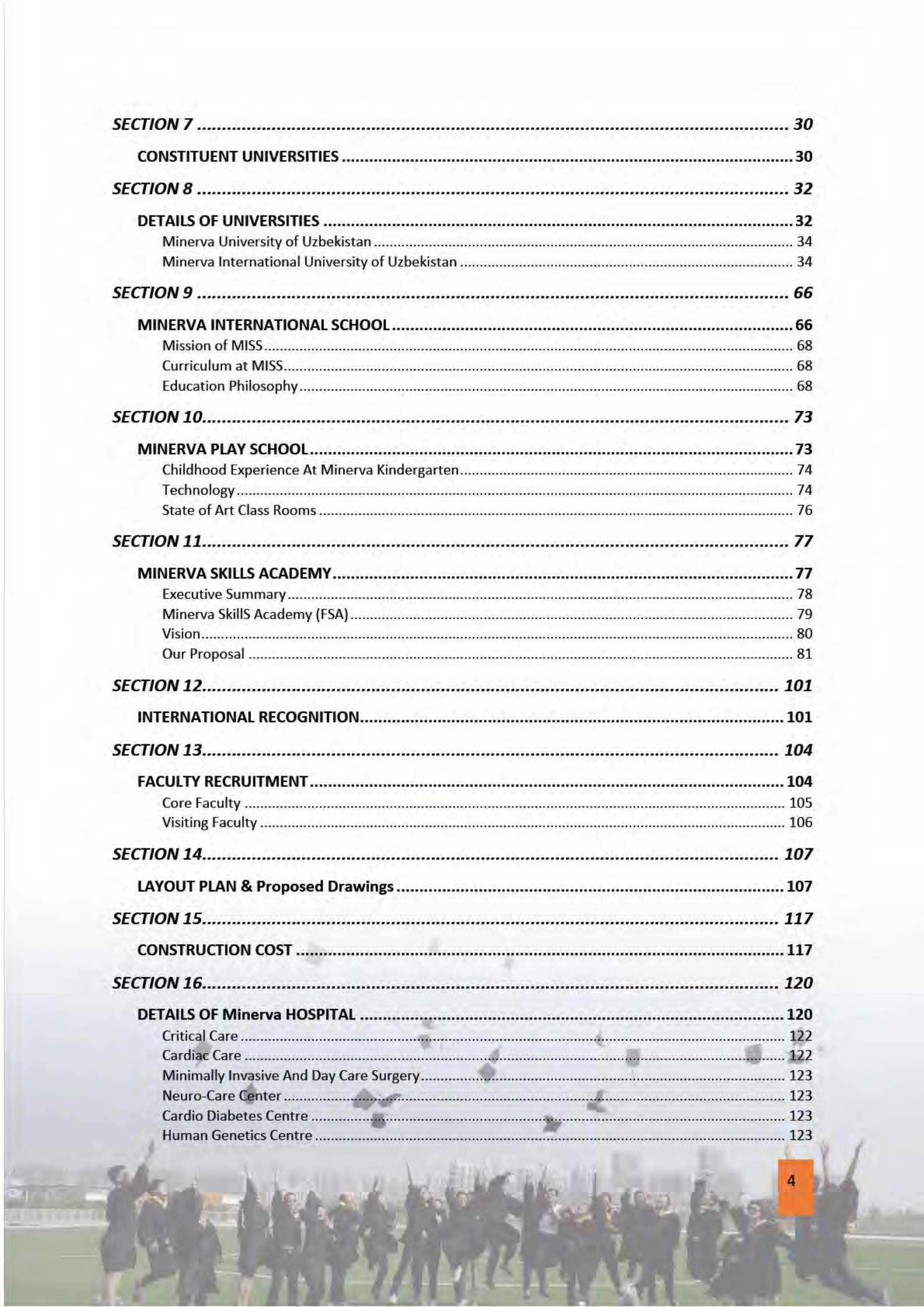

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SECTION 1

OVERVIEW

OVERVIEW

The fast changing and shrinking world has redefined the constituents and drivers of economic progress especially during the last few decades. In the present world, the traditional contributors of economic development and economic power such as material resources, military power and production capabilities have been replaced by knowledge and information based economies. Globalization has resulted in significant changes in the knowledge economy and unfolded a new chapter for the provision of higher education to cater to the skill requirement of all across the globe. In particular higher educational services have emerged over the last few years as a major economic sector for trade worth several billion dollars.

Landlocked Nation

Last three decades have witnessed unprecedented growth in the knowledge sector industry. In Uzbekistan's perspective this was the time when country walked into freedom in 1991, it realised that to improve its socio-economic condition, the country would have to bring about radical reforms in its education system. The system had to be such that not only would it fulfil national interests, it would also make Uzbekistan competitive in the world market. Hence, this brought about many reforms in the education system, particularly higher education. In the early nineties Uzbekistan government started crafting and implementing new strategies to redress of the inequalities of the past and focus on principles of equity, human rights, democracy and sustainable development.

A nation of rich Cultural Heritage

As a prominent nation in Central Asia Uzbekistan has listed education as its top most priority. The country has identified key strategic areas ranging from policy, infrastructure, staff development, monitoring & evaluation, sensitization & awareness raising, partnerships & integration of approaches, curriculum development, professional development, international exchange, access, and continuity across sub-sectors. Uzbekistan schools still follow the Soviet model. Before the Soviet-era, education was almost exclusively provided by male-only madrasahs (Islamic schools). The Soviets brought mandatary schools for girls and boosted literacy rates, in some cases, from below 10 percent to over 95 percent.

In the early 1990s, enterprises began closing schools or transferring them to direct administration of the Ministry of People's Education. A modest government construction program adds about 50,000 new places annually--a rate that falls far short of demand. Although experts rate most of Uzbekistan's preschools as being in poor condition, the government regards them as contributing vitally to the nutrition and education of children, especially when both parents work, a situation that became increasingly frequent in the 1990s. The country faces challenges with pre-school education.

Right from the early nineties the government is trying to work in close cooperation with local employers, the schools choose from around 300 trades to offer instruction conforming with industrial needs. In the post-Soviet era, vocational curricula were modified to accommodate an upsurge in light industry. Experts agree that, as the national economy diversifies and expands, the vocational program must expand its coverage of key industries and streamline its organization, which suffered disorientation in its transition from the rigid Soviet system.

Today, the Ministry of Higher and Secondary Specialised Education co-ordinates and funds higher education in the country. The country boasts of around 35 high education institutes and all them responsible to the Ministry. Types of Higher Educational Institutes in Uzbekistan The following types of higher education institutes are present in the country: Education is supervised by two national agencies, the Ministry of People's Education (for primary, secondary, and vocational education) and the Ministry of Higher Education (for postsecondary education).

The basic structure of education is derived from Soviet era and it can be classified into **three** major categories catering to students in field of higher education:

1. **University**

   This institute is responsible for imparting Bachelor's and Master's level education in wide ranging fields of study as well as professional training. There are 22 universities in the country, which are responsible for conducting fundamental and applied science research in diverse domains of science and technology.

2. **Academy**

   This type of higher education institute offers two levels of education and postgraduate programmes in specific fields. There are 3 academies and all of them are located in the capital city of Tashkent. Supported by Government the academy select students.

Academy Of Sciences - Centre Of Learning

3. Institute

Such a higher education institute offers Bachelor's, Master's and postgraduate programmes in specific fields. There are more than 40 institutes in Uzbekistan. Admissions to higher education institutes are possible through either grants or paid basis. Students require in-depth knowledge and understanding along with logical thinking and reasoning skills to pass the tests. Just those who pass get admissions in higher education institutes. The students, who get top marks in the test, can pick a university or institute of their choice. If a student cannot get government funding for higher education, they opt for paid studies which is paid by parents, organisations or companies. Students can also apply for educational loans after successfully passing the enrolment tests.

There is lot of disparity amongst institution when it comes to resource allocation. The utilization of Technology in Higher Education Institutes, teaching methods, styles and techniques vary quite a bit in higher education institutes in Uzbekistan. Some opt for lecture style methods, while others may be using smart classes.

INTERNATIONALISATION OF HIGHER EDUCATION IN THE NATION OF UZBEKISTAN

Internationalisation of higher education is a priority in the country. The government has signed many agreements with other nations, so Uzbek students have the option of getting educated in foreign universities. Furthermore, many Uzbek universities get support and have close working relationship with foreign universities in the UK, US and Germany. The country hopes that with these measures in place, it will be able to involve foreign scientists and teachers in the teaching process in higher education institutes in the country, be able to organise international conferences to solve problems plaguing higher education and also attract much needed foreign investment.

The strategic geopolitical location of Uzbekistan can support it as a new education hub in Central Asia. The nation desperately needs international schools with facilities at par to any other western school which can cater to neighbouring countries There are very few foreign institutions in Uzbekistan . One of the key institution at domestic level are Tashkent Financial Institute which was initiative of the first President. It was in the 2002 that a collaborative institution was set up with University of Westminster (UK) and "UMID" Foundation of the President of the Republic of Uzbekistan which is known as Westminster International University in Tashkent.

Currently these universities are regarded as the best in its sphere of education both in Uzbekistan and Central Asian countries.

Uzbekistan Banking Association (UBA) joined hands with Management Development Institute of Singapore, Singapore resulting in setting up of MDIST university in Tashkent in 2007.

Growing Foreign Collaboration in Uzbekistan

British School established in year 2010 in Tashkent is catering to high-achieving children learning in a secure and stimulating environment. The students of all nationalities are exposed to the English National Curriculum. The school is also able to deliver all local Uzbek curriculum requirements.

SECTION 2

CHALLENGES CONFRONTING UZBEKISTAN'S HIGHER EDUCATION SECTOR

CHALLENGES CONFRONTING UZBEKISTAN'S HIGHER EDUCATION SECTOR

The relationship of industry and centres of higher learning have failed to reach the desired threshold especially in the post-soviet era. Characterized by weak understanding there is lack of industrial support to various research programs. Innovation can only be driven by strong industrial support. It is of utmost importance in the nation's interest that a symbiotic relationship exist between academic and industrial sector to ensure mutual growth. A lot of efforts are required for aligning nation's education with international industries.

INTEGRATION ISSUES IN NEW SET UP

The creations of new institutions in post-soviet era have caused challenges in human resource sector. Most impacted group is the employees (academics and administrative staff) some of whom feel that they are being underutilized.

Education System Room For Improvement

LACK OF RESEARCH FUNDING IN MAJORITY OF HIGHER EDUCATION FACILITIES

This universal challenge is confronting all major Universities in the world. The problem becomes more complicated in Uzbekistan as only few elite school get major part of the funding. It is important in this context that private schools can raise funds using their own resources.

RETAINING QUALITY MAN POWER

Low wages and lack of facilities to the higher education professionals is a critical issue that has to be addressed. Economic growth led by industrial and service sector during the last decade has created more opportunities and faster career growth for the young talent. Further, the lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. Higher education sector in the country is finding it difficult to attract adequate number of young talent to teaching job. It is a big challenge for higher education sector to sustain in future due to lack of availability of faculty.

LOW TURN OUT IN INSTITUTION OF TERTIARY EDUCATION

A substantial chunk of children do not attend school after completing the primary level (currently 87 percent attend at the secondary level and only 20 percent at the tertiary level). Besides other reasons scarcity of higher education centres in the country force students to stay home or look for job instead of pursuing higher education especially in the weaker sections of society.

FOCUS ON TRADITIONAL EDUCATION

Majority of courses run in the Universities do not prepare students for suitable employment in the industry. There is extreme need of designing tailor made courses which meet the industry expectation in the changing and highly challenging global scenario.

- **Global Competition:** Uzbekistan being a signatory of WTO is bound to open up its market for trade in services including education but it does not have a clear policy for strengthening its education sector to compete with the giants in the world. Policy restrictions stop the competent institutions from making necessary changes in the processes of admission, recruitment and salaries of faculty/ staff and opening campuses abroad. In lack of proper policy provisions in time, higher education sector in the country is adversely affected.

- **Equity:** Owing to the Soviet legacy coupled with economic disparity of Uzbekistan's overall population. As a nation Uzbekistan faces enormous variations among the various categories of population based on gender, urban or rural habitation and rich and poor. As a result of substantial regional disparity in economic development and uneven distribution of institutions of higher education, the higher education is not equally available to the different sections of the society. One of the major challenges is preschool enrolment.

OTHER CHALLENGES IN HIGHER EDUCATION IN UZBEKISTAN

Some of other challenges that higher education is facing in the country include the following:

- Adopt the requirements of the Bologna Process in Uzbek higher education system, so that it meets the international and global standards.
- Have uniform curricula across the country for same programmes offered by different higher education institutes.
- Create a information and educational network that connects higher education institutes that have Internet, so that they can access it.
- Retrain the teaching staff at higher education institutes, so that they are well-versed with the latest pedagogical methods.
- Have specialities that meet the specific demands of the labour market.
- Have a good quality assurance system to accredit higher education institutes.

SECTION 3

WHY MINERVA WORLD OF KNOWLEDGE?

WHY MINERVA WORLD OF KNOWLEDGE?

Uzbekistan, which is on the verge of becoming an regional central Asian economic power, must produce world-class professionals, scholars, and academics to compete globally and sustain its excellent growth rate. The country has the responsibility of providing leadership to the entire continent besides catering to its demand of huge man power shortage. In order to a global leader Uzbekistan needs to be innovative, strategically competitive ensuring sustainable growth and for that creating world class centers of excellence in higher education is very important.

Minerva World of Knowledge: Determined to be the Best

History of all leading powers in the world indicates that excellence in education leads to economic growth and over all development of a community. The extraordinary success of the western world could be attributed to their excellent university system developed over a period of time. In the past few decades no generally held credible ranking system in the world has shown that there are top ranking universities in the entire central Asian countries. Although there is a lot of scepticism about the objectivity of these rankings, however we are yet to develop a more reasonable and more acceptable ranking system that would show that we are not what we have been portrayed. Unbiased international opinion

does reflect that apart from a very few exceptions, our universities do not really rank much higher than what the existing ranking systems has assigned to them.

Creating a state of art University cannot be achieved in a short span of time since acquiring world class status is constantly evolving process. Acquiring the league status is at least a decade long exercise since involves: high quality students and faculty, healthy academic environment, commitment to excellence in research and teaching, excellent community service etc.

Because of its soviet legacy and coupled financial challenges no major university has in Uzbekistan has been able to compete with its western counterparts when it comes to research output. Even the so called top Universities witnessed marginalization and lack of resources. This causes major complications as the nation faces critical shortage of high-level skills in ever dynamic world market. To conclude this is likely to act as a major impediment to achieving the government's social equality goals.

Only four Universities from Uzbekistan feature amongst the top nine thousand institutions:

Ranking	World Rank	University
1	4768	National University of Uzbekistan / O'zbekiston Milliy Univesiteti
2	6348	Westminster International University in Tashkent
3	6698	Tashkent University of Information Technologies
4	8941	Samarkand State University

Source : World Ranking of University

One keeps wondering if our standards have declined or we have stagnated while the others have progressed. Individual institutions mentioned above have done a good job in undergraduate and professional training but they cater to select population. Institutions located compare them with leading institutions of the world because of lack of quality research infrastructure.

Success stories of the relevant universities at least – Germany, United Kingdom, Singapore, Japan, China, and South Korea – and stories of our own failure together can help us understand that we do require a world class University with global aspirations which will not only meet the world class standard of teaching but will serve as a model for all other universities.

Values with Modernity : Minerva World of Knowledge

It is intended that Minerva World of Knowledge based in Uzbekistan will fill in all these gaps. We intend to provide a true world-class education with both national and global perspectives. Minerva World of Knowledge

will educate students about different aspects of knowledge so as to equip them for competitive global scenarios and impart them all skills required to be successful in every sense. The major aim of Minerva World of Knowledge is to inculcate in students a sense of professionalism, responsibility towards society, respect for others as well the virtues of honesty, integrity and rectitude in their relationships with others.

We plan to create a major industry academia network which will include national and international industry majors. Our aim would be to have exchange programme with global schools for the benefit of our students and faculty. We would also like to create centres of excellence in Nanotechnology, Drug Discovery, Cancer Research. The ultimate aim is to enable Uzbekistan to become a provider of global education and become a leader in the transnational knowledge economy based on open innovation. At Minerva World of Knowledge our aim will be to establish Uzbekistan as the most favourable destination for education in CIS countries.

SECTION 4

PROPOSED WORLD OF KNOWLEDGE DETAILS

PROPOSED WORLD OF KNOWLEDGE DETAILS

1. STRUCTURE OF THE WORLD OF KNOWLEDGE:

The proposed World of Knowledge will have two Universities along with International School flexible enough to have satellite institutions in various locations besides having a main campus.

2. NAME OF THE CAMPUS:

The university may be named as **Minerva WORLD OF KNOWLEDGE .**

3. LOCATION:

The University will be located in a periphery of a Tashkent city, so that it is close to Airport, Rail, Road transport head and other basic amenities at par to any other world class education facility.

4. RECOGNITION:

Minerva World of Knowledge will be a non-profit university established under the Government Private Universities Act established by the government of Uzbekistan to start a private University.

5. TIME FRAME:

Campus is planned to be developed in 3 phases however attempts will be made to start some of the constituent colleges in 36 months time from the date of permission and other clearances.

6. CAMPUS DETAILS:

University will have vibrant campus with state of art facilities for its workers, faculty and students . The facility will include staff housing, hostels, hospital, hotels, student centre, markets, business arcade, innovation hub, open air theatres, auditoriums, herbal parks, gardens, indoor and outdoor stadiums.

SECTION 5

BROAD OBJECTIVES OF THE MINERVA WORLD OF KNOWLEDGE

BROAD OBJECTIVES OF THE MINERVA WORLD OF KNOWLEDGE

MISSION STATEMENT

Building a dynamic learning community dedicated to academic excellence, universal brotherhood and service.

VISION STATEMENT

Minerva World of Knowledge aspires to be a role model for institutional excellence in higher education among top institutions in the world as a research driven organization fostering excellence in teaching, research, community service, and capacity building and nurturing socially responsible leaders through an eclectic and sustainable approach with a focus of on serving the humanity. With our deeds the University seeks to build bridges across communities, nations, working with national,

international, and governmental organizations fostering socio-economic development of the region.

Minerva World of Knowledge commits to offer liberal arts-based, globally connected, international, ecologically sensitive, spiritually engaged, and career-focused research, masters, baccalaureate and associate degree programs, as well as community education opportunities. As a dynamic institution located in Tashkent the organizations aims to fosters intellectual challenge, open dialogue, service to others, and an entrepreneurial response to a world characterized by change.

With a diverse faculty and student body, Minerva World of Knowledge aspires to provide a connection to contemporary Uzbekistan and celebrates its Uzbekistan-Soviet roots. Minerva World of Knowledge strives to provide a nurturing, caring community focused on connecting theory and practice to the service of human beings and to good stewardship of natural resources.

The major objective of Minerva World of Knowledge is the creation and dissemination of knowledge and understanding for the citizens of world in the highly challenging world environment for the benefit of mankind. The following objectives may also be added to those mentioned in earlier:

1. to be a leading international World of Knowledge, and attain a model university status through excellence and intellectual creativity to develop text books, research material and other publications required for the courses / studies, develop teaching methodology, techniques and aids, develop research methodology and protocols.
2. to make attempt as to how far the advantages of Health, Information Technology, Telemedicine, Agriculture, Management
3. nanotechnology, drug discovery, cancer research and latest innovations can be made use of in teaching and in research to help the population residing in proximity.
4. to carry out studies and research on drug development along with proving, standardization, quality control, modern devices of dispensing herbal based medicines etc with a focus on entire CIS countries.

5. Create and maintain a vibrant research environment to promote cutting-edge, interdisciplinary research and collaborative work with local, regional, and international communities.
6. Conduct capacity development programmes for practitioners from governments, corporations, and civil society organizations to enhance their leadership qualities and skills, management capacity and commitment to professional ethics.
7. Promote a culture of excellence in all activities of the University by implementing good practices aimed at personal and professional development of students, faculty members, and non-academic staff.
8. to promote service sector industry with emphasis on information technology, health, tourism in the country .
9. to work for the overall development of the local community in close co-operation with the state agencies (by initiating various welfare programmes) so as to make them integral part of University fraternity.

CORE VALUES

- Excellence intellectual, social, physical and ethical
- Respect and value to diverse perspectives
- Learning for Life
- Integrity in our work
- Compassion to stand with others
- Service to Community
- Focus on outcomes and impact.
- Academic freedom applying standards of the world's top universities.
- Highest ethical standards in personal and professional behaviour.
- The promotion of pluralism and celebration of diversity
- Concern for the environment.
- Transparency and accountability to all stakeholders

SECTION 6

COMPREHENSIVE WORLD OF KNOWLEDGE

COMPREHENSIVE WORLD OF KNOWLEDGE

The design art and architecture of modern day University Campus has undergone a massive change in recent years. The entire land use and design of buildings and laboratories is optimized under the aspects of sustainability and environmental compatibility. The importance on environment and sustainability will be key issues while designing our campus. We propose a comprehensive campus 100 hectare with two state of art Universities, international school and all other support facilities. The World of Knowledge aims to lead the region in research and education. We seek to follow processes which benefit society while fostering a culture in which innovation plays an important role. We plan to create world-class research facility with large numbers of international students and engagement which would catalyse the growth in the region. In order to ensure world-leading teaching and research facilities for our staff and students we are determined to create cutting edge design of our most buildings.

The two Universities and the international school will have different dedicated facilities however there would be some facilities that would be common. We plan a common Hospital, marketing arcade, stadiums, gardens, cafeterias, and hotel.

We aim to deliver an exceptional education, to carry out world-leading research, and make significant contributions to regional development. The entire campus will be lush green with more than 50 percent open area. The facilities will be comparable to some of the best campuses in the region. An open innovative platform amongst faculty and workers will be created to create eco-friendly campus supported by an incubation hub to develop creative ideas of faculty and students.

SECTION 7

CONSTITUENT UNIVERSITIES

CONSTITUENT UNIVERSITIES

We plan to establish two University Campuses in the World of Knowledge. One University will have subsidised education as per the typical Uzbek system.

The admission will be based on Entrance exams as per the norms set for other prestigious Universities in Uzbekistan. The second University will be of international standard catering to paid seat students from Uzbekistan and other foreign countries where fees will be at competitive rates comparing to international educational institutions.

The University will be a premier university of the country with a venerable legacy and international acclaim for highest academic standards, diverse educational programmes, distinguished faculty, illustrious alumni, varied co-curricular activities and modern infrastructure. The University will have sustained the highest global standards and best practices in higher education with long-term commitment to nation building and unflinching adherence to universal human values dedicated to universal brotherhood and world peace.

The University A will have a strong commitment to excellence in teaching, research and social outreach has made the University a role-model and trend setter for other universities.

SECTION 8

DETAILS OF UNIVERSITIES

DETAILS OF UNIVERSITIES

Many of the 21st century's global challenges associated with areas such as climate, energy, health, poverty and violation of human rights observe neither disciplinary boundaries nor geographic borders. At Minerva Education campus we aim to make a significant contribution to the knowledge base that is needed in order to address the major global challenges of today.

The campus with its two state of the art University aims to enhance the quality of research, education and innovation through long-term strategic partnerships with world-leading universities and active participation in international university networks. As discussed the educational campus would be developed in three phases . For its development the Universities will have short term plans, medium term and long term plan in phase wise manner.

The campus will be providing multi-stream, multi-cultural and high quality education with a focus on world class research . Functioning in a sprawling area of 100 hectares the state of the art infrastructure facilities the Universities will have qualified Teaching Faculty members to teach various Under graduate, Post graduate programmes and diverse research programs. In order to be diverse campus we intend to hire quality faculty from different part of the world. The world citizens of present times are deeply unsettled by globalisation, the accelerated pace of technological change, and the social, cultural and demographic transformations they perceive. We need now, more than ever, to unearth – and popularise – the meaning of change, its cultural and social implications, and suggest positive strategies for responding to it.

In short, we need a vision to kindle the human imagination: a vision that excites the mind for science, makes the material case for why we need it, and addresses the well-being of citizens through times of dramatic change. It will be our endeavour at these centres of learning to find answers to all these challenges.

MINERVA UNIVERSITY OF UZBEKISTAN

We plan to create an internationally reputed temple of learning which will be both creative and innovative. The University will cater to students who qualify the state requirements and would be charged affordable tuition fees. **We aim to target a student intake of 1000 per year.** Attempts will be made to arrange for various scholarships and other facilities . The University will provide all sort of educational facilities to students and many of these facilities will be highly subsidized . The University will take a leadership role in promoting new ideas, spirit of integration of the world and cultivation of intellect and culture.

MINERVA INTERNATIONAL UNIVERSITY OF UZBEKISTAN

As Uzbekistan's flagship university, we hope to be inspired by the many fascinating facets that will make us a leading global university centred in the region. **We aim to target a student intake of 4000 per year** We are committed to be at the forefront of educational innovation and we will implement range of initiatives to prepare our students for international arena. With world class educational facilities, faculties and infrastructure this school will cater to international students who can pay for their education at par to other leading schools in western Europe.

NUMBER OF FACULTY MEMBERS

The concept of good student-to-faculty ratios varies around the world, however a good student-to-faculty ratio in leading schools of Europe and U.S. Colleges and universities would meet or exceed the average of 18 students per faculty member. This has been calculated by the National Center for Educational Statistics in USA. A student-to-faculty ratio is a simple calculation that determines how many faculty members are present on a college campus to teach students.

For our both Universities we will have faculty members as per this ratio. For catering to five thousand students in the campus we plan recruit more than 280 faculty members which will grow to more than 2000 when we complete third phase developments with over 40 thousands students in the campus. Besides these there will be a number of research scholars ,

teaching assistants, research assistants and post doc who will assist the teachers in their day today teaching and research activities. Being a research campus it is intended to recruits more than 100 scientists who will work on various research programs. The idea is to have a world class research campus which will be collaborating with various research centres of the world.

LIST OF DEPARTMENTS

Minerva University of Uzbekistan will provides Undergraduate and Postgraduate courses in various faculties. Each faculty will have number of departments under it and normally the courses running under the departments in a faculty will have an interdisciplinary approach in theory as well as in practical. The design and implementation of each course will further strengthen the University's philosophy of carving the student's personality. Curricula will generally be framed, assessed and upgraded following the universally accepted standard procedures giving top priorities to regional and national interests of Uzbekistan as well as to the current trends of different disciplines.

Designing of curricula will start from the Board of Studies of every discipline. It will then be critically analysed in the respective faculty and is recommended to the Academic Council consisting of renowned industry captains and academics for its critical analysis and approval. As a consequence of this, easy and fast implementation of the newly designed and upgraded curricula will be possible. Usually the changes made in the curricula will be implemented in a phase wise manner.

After its inception as a university, the institution will always be on the march of introducing new courses of relevant to weaker economic section, women and tribal students. The curricular changes will always made by taking into consideration both conceptual and practical aspects of the subject. It will be very well reflected in the choice of foundation courses and the introduction of vocational courses at the graduate level. Besides, introduction and successful implementation of Post Graduate courses in emerging and interdisciplinary areas such as M.Tech. (Cloud Computing), M.Tech. (Geophysics), M.Sc. (Pharmaceutical Chemistry),

M.Sc. (Bio-Informatics), MBA (Aviation Management), M.Sc. (Electronics), M.Sc. (Cancer Biology), M.Sc.(Mathematical Sciences-specialization in Theoretical Computer Science), Masters in Social Sciences and introduction of innovative teacher education courses will be based on constructionist view (B.Ed.-Education) are examples worth mentioning.

MINERVA UNIVERSITY OF UZBEKISTAN WILL HAVE FOLLOWING THREE FACULTIES IN FIRST PHASE

1. **FACULTY OF MANAGEMENT**
2. **FACULTY OF ENGINEERING**
3. **FACULTY OF BASIC SCIENCES**

FACULTY OF MANAGEMENT

The education at School of Business will be anchored in the fundamentals of general management with the latest theories and best practices in the business/corporate world. It will build basic framework of qualitative, quantitative, analytical, strategic and problem solving skills. The pedagogy will be specially designed to create a healthy learning environment which will be a blend of theoretical concepts and practical nuances. An optimal mix of learning methods will ensures a holistic personality development of the students as well. Business School will be imparting quality management education to develop dedicated, innovative and effective managers, researchers and teachers for the entire region. SBS will not only symbolize the recognition of completeness and maturity of management education in Uzbekistan but will be at forefront of cutting edge research in field of management.

We plan to give distinct identity to the facility as a 'School of Thought'. The philosophy of the management education at the Business School will be built on an integrative value system. It will be motivated by duty bound work ethics, human approach and scientific temper. The philosophy of the school will be translated into a mission of creating wholesome personality of human beings with a view to produce effective

managers, researchers and teachers. Modern attitude, practical wisdom, knowledge and skill relevant for management shall deeply be ingrained in the students.

The school shall use rigorous multifaceted pedagogy with an effective interface with the industry to translate the mission into action. It will create opportunities for its students to enhance their understanding of economic, social and political environment to broaden their horizon not only to adjust to change but to become catalyst, and to develop their power to conceptualize, decide and communicate.

MULTIFACETED PEDAGOGY WITH AN EFFECTIVE INTERFACE

The faculty of the Business School will be amongst best in the region with focus on those who are trained abroad and have earned international recognition in the industry and academia. The students produced by the school shall have international exposure so as to make mark in the world of business.

The school has shall be recognized by various accreditation bodies in America and Europe with thrust areas in Supply Chain Management, Accounting and Business Finance-Social Responsibility and Human Resources Accounting (HRA), Investment Decision Making and Innovative Financing (with special reference to corporate social responsibility and HRA. The business school shall strive to be top Business Schools of Uzbekistan. A number of top business associates of top companies in region shall be made integral part of institution as they

will be recruited as guest faculty and encouraged to participate in the placement process.

The faculty shall interact with industry through consultancy assignments, management development programs, and industry focused research and case studies. A good number of top executives from the industry in and around Tashkent shall take regular classes at the school, which will helps in imparting pragmatic sense to the teaching-learning process. In addition, management luminaries from all across the world will be invited for special lectures. Practical experience in the actual work environment of the industry is the necessary component of the full time management programs. It will be compulsory for every student to go for a summer training of eight-week duration at the end of first year so that students can relate their class-room learning with the reality of management and second year program becomes more goal-oriented and meaningful. The students shall take Research Project based on specific industry focused problems in fourth semester.

The School will be well equipped with the modern methods of teaching and teaching aids. The course work shall be highly demanding. The performance of the student will continuously be evaluated through class participation, written assignments, class tests in addition to mid-semester and end-semester examinations. The school will have a a well-organized placement cell. This vibrant cell will be driven by the students themselves with active support from faculty.

COURSES

- Bachelors in Business Administration
- Master's in Business Administration
    - (Specialization in Marketing, Human Resources, Strategic Management, Finance, Hospitality Management)

FACULTY OF ENGINEERING

Engineering School under the faculty has the vision to be front runner in Engineering Education and Research. Faculty will strive to produce fully competent students for career in Engineering and Technology by providing high quality value based education.

Sustainable Development -Responsive to Societal Need

The output of faculty can be summarized

- Clearly understand the fundamental concepts of relevant Engineering branch
- Formulate the real life problems and develop solutions in the selected area of Engineering,

- Possess the skills to communicate effectively in both oral and written forms, demonstrating the practice of professional ethics, and responsive to societal and environmental needs.

The Faculty will have four Departments

- Electrical Engineering
- Mechanical Engineering
- Computer Engineering
- Civil Engineering

The courses will be as follow

- Bachelors in Technology (B.Tech)
- Bachelors in Technology (M.Tech)
- Doctoral

FACULTY OF BASIC SCIENCES

Faculty of Basic Sciences will be highly dynamic and progressive in its development of new programme initiatives committed to provide quality instruction to students. The faculty will comprise of following three schools:

a. School of Biological & Environmental Sciences
b. School of Chemistry
c. School of Physics & Materials Science

SETTING UP A RESEARCH LED ORGANIZATION

Highlights of the course:

1. The faculty will be well placed to contribute substantially to the goal of the University becoming a research-led organisation.

2. The teaching will be by way of interactive sessions between students and teachers.
3. Our programmes will ensure a coherent degree structure while encouraging interdisciplinary approach.
4. The faculty members will keep themselves abreast with new findings through regular academic activities such as seminars, workshops and conferences.

Research Impact:

1. Will develop liaisons with research institutions of repute within Uzbekistan and abroad.
2. Faculty members would be encouraged to undertake a number of research projects, for national and international funding
3. Promoting research based Education: Since research-led teaching paves the way for entry into different careers and it also equips students with advanced transferable skills. It is therefore planned to lay emphasis on in information gathering, analysis, and presentation, which are vital tools in the field of science.

COURSES

- BSc (Bachelors)
- MSc (Masters)
- PhD (Doctoral)

Minerva International University of Uzbekistan will have five following 5 faculties in the first phase:

1. **FACULTY OF INFORMATION TECHNOLOGY**
2. **FACULTY OF BUSINESS**
3. **FACULTY OF SCIENCES**
4. **FACULTY OF ARTS**
5. **FACULTY OF ENGINEERING**

FACULTY OF INFORMATION TECHNOLOGY

School Computer Science (SCS)

A school of Computer Science (SCS) is planned under the IT faculty which would have an academy-industry alliance with major IT majors.

STATE OF ART FACILITIES

The alliance is aimed at developing a dynamic platform for next generation of students to acquire high-end IT education at a graduate level. The industrial exposure will help the students not only to understand the dynamics of IT industry but adapt easily to the changing

requirements. The School of Computer Science (SCS) will develop a dynamic platform that is meant to expand essential skill sets in students when it comes to IT Education and Computer Science and Technology. This school will focus on strong internship with IT industry majors.

- **Partnering with world leaders in IT sector** : The school would be first of its kind in CIS countries to partner with companies like Microsoft, IBM, Infosys, Cisco, HP, Google, Hitachi to help construct specialised programs in diverse sectors so as to create a future-ready workforce. These programs will incorporate both current and future technologies to achieve this goal.

CREATING CO-BRANDS WITH INDUDTRY MAJORS

- **Creating co-branded courses**: School will launch new co-branded programs in the up-and-coming areas of DevOps and Big Data. Experts from our industrial partner will design a tailor-made curriculum and train the faculty, which will ultimately help provide students with up-to-date technical knowledge. Industrial partner will also host tech talks and seminars by industry experts to connect student learning with the industry as a whole.

Digital Learning Platform

With access to the proprietary learning technology of our industrial partners, the University plans to have access to an enterprise-grade platform that provides an online interface between students and professional courses, efficiently integrating it with the core curriculum. The main idea of this platform is to enable students to submit their work digitally on the cloud and evaluate their performance with ease. This will help faculty to interact with students in more efficient way. The state of art Digital platform will be at par to the best Universities in the west. The platform will definitely showcase the innovations of our learning system.

Career Prospects

Leading IT companies in Europe and CIS countries are constantly searching for the available talent pool so as to recruit fresh talent and skilled professionals. IT industry based in CIS countries will definitely prefer locally qualified candidates with understanding of local language, culture and traditions. The sheer importance of the IT sector has a direct impact on the opportunities that this industry is generating with every passing day. The fact that some of the top organisations in United States, Europe and Asian countries belong to the IT sector speaks volumes when it comes to its massive current and future potential in the context of the job market. The School with have following courses

- Bachelors in Technology (B.Tech) in Computer Sciences and Technology (Hons) 4 years program
- Masters in Technology (MTech) with specialization in Artificial intelligence, Cyber Security, Forensics, Analytics, Open Source, Cloud Computing, Software
- Doctoral Program (PhD) in Information Technology

Program Educational Objectives of the courses (PEOs)

PREPARING FOR THE GLOBAL CHALLENGES

PEO 1: To train students in such a manner that they have sound fundamental knowledge of Information Technology.

PEO 2: To prepare students as professionals ready to take up diverse problems in the field of Information Technology

THE INNOVATIVE CONNECT

PEO 3: While inculcating ability of the lifelong learning, develop students in a manner that they can work individually and also collectively as a team to address IT related problems.

PEO 4: To develop a good human resource ready to serve the society with sound technical knowledge.

THE INTERDISCIPLINARY APPROACH

Program Specific Outcomes (PSOs)

PSO1: An ability to design and analyse diverse IT system and interpret data.

PSO2: An ability to integrate knowledge and experience to attain concepts of IT into other fields.

PSO3: An ability to have firm understanding of the various technologies and tools associated with IT Systems, Control System, IT Machines and IT Electronics.

School of Business (SOB)

Under the faculty of Business the School of Business will offer customised programs that are primarily focused on high growth sectors with strong demand for skilled talent in the areas of Analytics, International business, Green Energy, Agribusiness, Petroleum. Infrastructure, Transportation, and International Business. The programs are aimed at offering a dynamic and holistic education journey with the goal of enhancing the employability prospects of all its graduates in the undergraduate and postgraduate business programs. The idea is to have Academic Council with major participation from the industry. The curriculum, teaching methodology and nomenclature of these programs, along with all academic changes and additions will have clearance of industry experts before implementation, so as to ensure strong outcomes. These efforts will significantly enhance the career prospects of business professionals.

Efforts would be made to place students at SOB for international industry internships . This will provide students the opportunity to experience corporate life, culture and hands-on industry exposure in a working environment. Students will also introduced to various guest lectures, seminars, and workshops, conducted by eminent management professionals from reputed organisations in core sectors vital to the nation's growth agenda.

Following courses are planned #

- BBA Oil Gas Marketing
- BBA (Aviation)
- BBA (E-Business)
- BBA Digital Marketing
- BBA (Logistics)
- BBA (Foreign Trade)
- BBA (Taxation)
- BBA (Energy Economics)
- BBA (Human Resource and Marketing)

- BBA (Marketing)
- BBA (Taxation)

Post graduate Courses #

- MBA Oil Gas Marketing
- MBA (Aviation)
- MBA (E-Business)
- MBA Digital Marketing
- MBA (Logistics)
- MBA (Foreign Trade)
- MBA (Taxation)
- MBA (Energy Economics)
- MBA (Human Resource and Marketing)
- MBA (Marketing)

#It may be noted that above courses will be run as per demand from the industry and local market. While the base curriculum remains same students may enrol for specialized courses during final year of their studies.

Doctoral studies : General Management

HIGHLIGHTS

Bachelor of Business Administration (BBA) Programs:

- Highly specialised industry-aligned programs
- Advanced curriculum embedded with modern teaching methodology
- 100 percent placement

Master of Business Administration (MBA) Programs:

- Partnerships with leading corporate and business giants will ensure that students get global national and international level internships
- Lectures from industry veterans
- 100 percent Placement

ETHICS WITH KNOWLEDGE

The business programs offered at SOB, will inculcate sector-specific knowledge and skills along with general management principals. Due to this strong focus and orientation, the school will be able to achieve outstanding placements at both the graduate and postgraduate level. SOB equips young professionals with pragmatic decision making abilities and skills to comprehend, analyse and develop business strategies. The students will be groomed to become strong team players and eventually global managers who are fully aware of the business concepts pertaining to the respective domains. The college will train them in a way that even at the stage when the students are just entering the realm, they have a deep understanding of the sector.

Highlights

The department will organize a number of FDPs and MDPs including management development programs for companies in CIS region so that students are greatly benefitted with these activities wherein their mind get attuned to utilise research material in their everyday business skills.

EMPHASIS ON EXPERIENTIAL LEARNING

RIPE-Rural Immersion Program through Experiential Learning

The department has plans to introduce Rural Immersion Program, with the objective to reach out to the rural parts of the region and give the students a hands-on experience of the rural life, culture, society and economy of Uzbekistan. Under RIPE the students will be sensitized towards social issues and challenges facing the rural people in Uzbekistan. Under this program the students shall interact, discuss with rural people, their problems related to skill generation, empowerment and employment. This will help them to explore business prospects and conceptualize administrative solutions to improve the situation in future, and facilitate upliftment.

Global Immersion Program:

The students of MBA of offered hands-on experience of international study culture and pedagogic practices through **Global Immersion Program that will** enable them to visit and attend workshops, seminars and undertake internships in foreign universities and premier organizations abroad. Under this program the MBA students will visit countries like USA, England, Germany, France, Singapore, Dubai, etc for direct exposures.

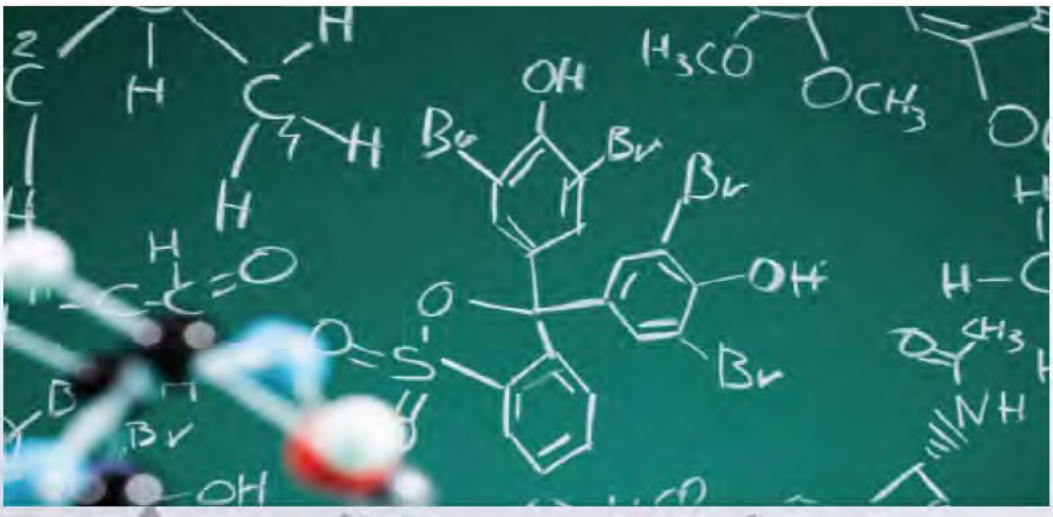
Foreign Collaboration

The department will have international tie-up with various US and European schools . The experts from many other foreign universities and organizations will visit the department for guest lectures. Eminent industrialists will be invited for various seminars and guest lectures along with eminent scholars from academia. This will not only give them much needed exposure to global business practices but also will open their mind for possible career avenue in industry and academia abroad.

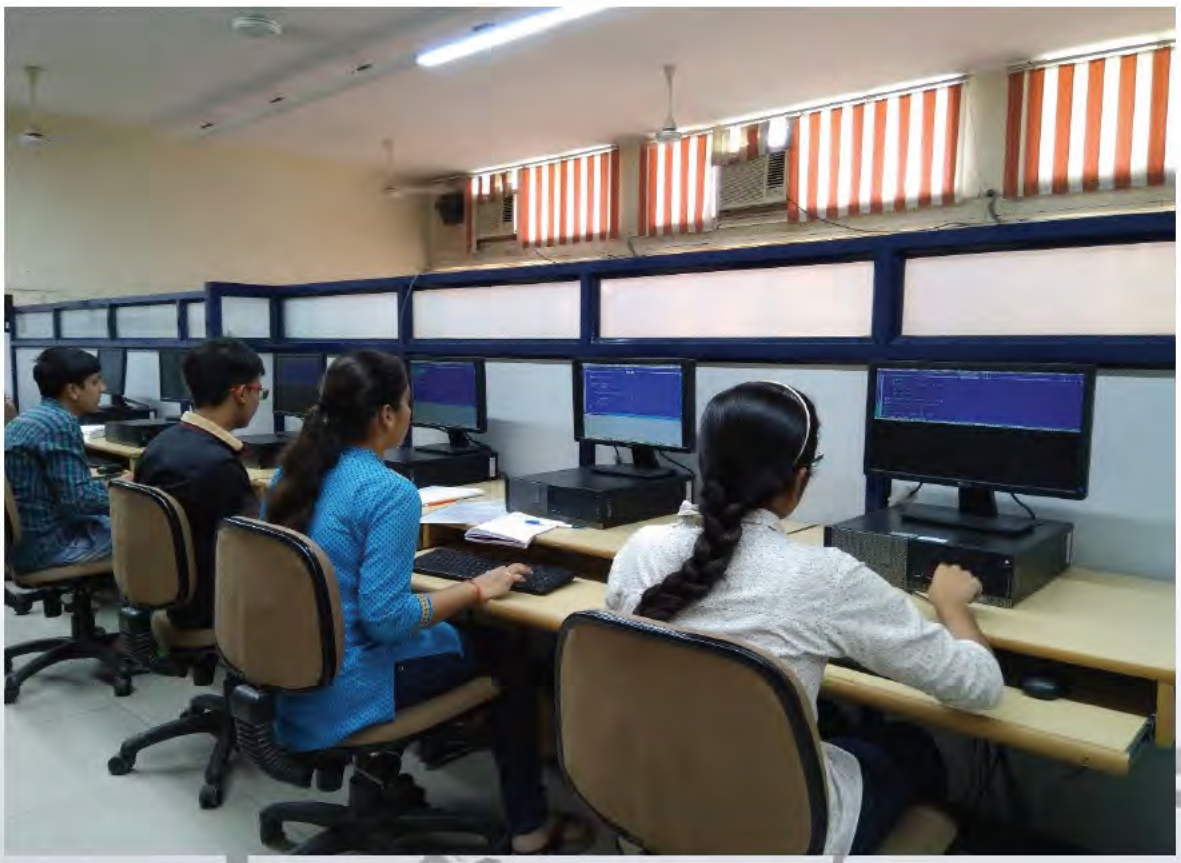
FACULTY OF SCIENCE

The **School of Sciences (SOS)** will be established with the aim of generation and dissemination of knowledge and building capacities of human resource in the field of natural and applied sciences. The school shall consists of following departments:

- Department of Physics
- Department of Biological Sciences
- Department of Chemistry
- Department of Mathematics
- Department of Environmental Sciences



The School will offer programs of study leading to undergraduate, graduate and doctorate degrees. The School will have following departments. The School will have important academic and professional partnerships with academic institutions, professional bodies, private and public organizations, for the exchange of know-how, student exchange and joint research projects. The Department of Sciences will cooperate with different organizations in the private and public sector for the placement of students as part of their practical and theoretical training, a requirement for the successful completion of a number of programs of the Department. The School programs will be providing students with the necessary theoretical, practical and scientific knowledge as well as valuable skills to enable them to offer their best professional expertise as future chemists, physicists, biologists, mathematicians and molecular biologists .The degrees of the School of Sciences will be fully recognized by the relevant professional bodies which is a requirement for employment into the relevant sectors.



IT LABS

The programs run by school will be recognized by various agencies as approved program, so as to enable them to exercise their profession in all European Union member states besides CIS countries.

The department will be a centre of excellence in the field of science to be at par with the international standards with a focus to create and disseminate knowledge through teaching and research in natural and applied sciences. We want to build foundation for excellence among its students and researchers by providing strong platform for research in basic and applied sciences. The institution shall cultivate the sense of pioneering spirit and innovative thinking around disciplinary domains.

by developing the capacities of students in the areas of science education, research, industrial applications and entrepreneurship

Emerging areas of research

With an energetic and highly qualified faculty, the SOS envisions to focus its research on the following emerging areas of science and technology:

- Nanoscience and Nanotechnology
- Energy harvesting applications of Semiconducting Nanostructures
- Nano and Molecular Catalysis, Organic Synthesis
- Computational Materials Science
- Mathematical Modelling
- Approximation theory
- Reliability Analysis and Optimization
- Pattern Recognition, Signal Processing, Optimization Techniques
- Image Processing and Analysis.

Courses

- Bachelors in Science
- Masters in Science
- Doctoral Degrees

Program Objectives:

- Knowledge of Discipline.
- Problem Analysis.
- Design/development of solutions.
- Conduct investigations of Complex Problems.
- Modern tool usage.
- The scientist and society.
- Environment and sustainability.
- Ethics.
- Individual and teamwork.
- Communication.
- Life-long learning.
- Research.
- Employability

FACULTY OF ARTS :

Arts faculty embraces an understanding of philosophical beliefs, literatures, history of ancient and modern cultures and languages. The faculty will encompass disciplines of Philosophy and Modern European Languages- English, German, French and Italian. These disciplines seek to engage students in analytical, critical thinking and creative use of all forms of information, languages and communication. There is a constant endeavour to discover innovative answers to fundamental human questions, puzzles and dilemmas and to integrate rational and intuitive knowledge of complex world.

Department under Arts Faculty will have the objective to prepare students for multiple careers fields and help them to flourish intellectually. The department will be committed to producing professionals who possess critical thinking skills, knowledge of political, economic, social and cross-cultural forces and events that shape our world. The idea is to create an open environment where students see themselves as active learners and understand how societies function in local and global settings.

The mission of the Faculty of Arts will be to prepare students for lifelong learning and responsible democratic citizenship. Continuous Assessment of students learning and corrective measures will be hallmarks of the education experience of the department. Following disciplines will be run by the faculty

- English
- Geography
- German
- History
- Philosophy
- Political Science
- Psychology

- Sociology
- Spanish, Russian, French, Italian, German and Portuguese

COURSES

- **B.A. Bachelors in Arts**
- **M.A. Masters in Arts**
- **PhD Doctoral Program**

Following courses shall also be conducted by the Department –

(i) One Year Certificate Course in European Languages

(ii) One Year Certificate course in Yoga

(iii) One Year Certificate course in Asian Languages

CONNECTING THE WORLD

HIGHLIGHTS

Capacity Building

To build capacities of students , teachers, researchers administrators and to draw fresh talent into the arts faculty

Centre for Academic Leadership and Education Management

To develop higher education leadership training content framework for central and state universities and institutes of national importance in Uzbekistan and other CIS countries

Connected Learning Initiative

To offer scalable and sustainable quality teaching and learning experiences for English, French, Russian, German and other foreign languages .

Nurturing development:

The faculty will commit itself to nurturing the development of the discipline and practice of various subjects in Arts stream through its teaching programmes, research projects and advocacy within Uzbekistan and other CIS countries.

Open Forum

The faculty with its activity through consultations with eminent educationists and experts within the country will emphasises the core principle of striking a balance between aiming for academic excellence on the one hand and critically engaging on the other hand with the practice of teaching and training in schools as well as institutes of higher education.

FACULTY OF ENGINEERING

Engineering faculty will be a robust academic discipline with highly qualified and experienced full-time faculty with several years of experience. The aim of this faculty will be to provide industry relevant education to students so that they can have a bright career.

Faculty of Engineering and Technology will have four departments:

i) School of Mechanical

ii) Civil Engineering

iii) School of Electrical

iv) Computer Science Engineering

Highlights of the course:

1. The faculty will be designed to significantly upgrade the skills and capabilities of its engineering and technology students.
2. We will implement several innovative programmes such as strategic partnership with global leaders in Computer Engineering , leading manufacturer of automotive components and systems in Uzbekistan, for enhancing educational qualifications of its diploma holder employees.
3. Led by top corporate and industry leaders, leading entrepreneurs and professional trainers the programme will involves exhaustive sessions on current affairs in relevant industry domains, soft skills, personal interviews and group discussion based on highly interactive approach.

Centre of Excellence

Faculty of Engineering will establish a Centre of Excellence for Computer Engineering and Technology by joining hands with leading industries so as to achieve excellence and to produce entrepreneurs and technocrats.

Career Prospects:

We plan to have first such institute in the region providing academic excellence in Computer Engineering at the undergraduate, master's and doctorate levels, along with imparting training to upgrade skills required by the IT industry.

Program Outcomes:

Engineering Graduates will be able to:

PO1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2: Problem analysis: Identify, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3: Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4: Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

PO6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9: Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

CLARITY IN INSTRUCTION

PO11: Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

ENGAGING WITH INDEPENDENT AND LIFE LONG LEARNING

Program Outcomes(POs)

PO1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2. Problem analysis: Identity, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4. Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis, and interpretation of data, and synthesis of the information to provide valid conclusions

PO5. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

PO6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7. Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

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PO12. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

EXCHANGE PROGRAMME MAKING THE DIFFERENCE

SECTION 9

MINERVA INTERNATIONAL SCHOOL

MINERVA INTERNATIONAL SCHOOL (MIS)

At Minerva World of Knowledge we plan to set up state of art co-educational International boarding school catering to students of varying backgrounds from different parts of the continent. The focus would be to provide an environment that will encourage pupils to exert their mind, ask questions and provide them several avenues for expressing their creativity and building their skills, The aim of our promoters is to create an institution which would take the best of both the western and Uzbek cultures to imbibe in the students a formidable strength of character, and to empower them to take their place in a changing world not only as responsible citizens, but as leaders and full dynamic participants.

Promoters are focussed to place **MISS** among the top boarding schools globally. Management is of the firm opinion that the success of a school is directly proportional to the happiness quotient of its stakeholders whether it's the students, teachers or non-teaching staff. It would be highly preferred that **MISS** turns out to be a home of happy students and staff rather than being identified only with the success story of a few individuals.

Top academic results coupled with success and achievements in other spheres of life will be the top priority thus turning **MISS** as one of the finest global schools, with a strong intellectual heartbeat. The school's beautiful multi hectare campus with a vast range of flora, fauna and bird life will provide the residents with ample green space and fresh air where they are able to live and learn. teaching staff, the Wellness Centre and the school counsellor living on the school campus throughout the session. The school campus will have dedicated facilities for Sports, Art, Music, Drama, Counselling and Careers Guidance, well ness centres as well as other necessary university and college entrance preparation centres.

MISSION OF MISS

Our mission is "To attract and nurture exceptional students and faculty from diverse backgrounds to serve society nation; inspire them to be just and ethical citizens; train them to be wise and principled global leaders."

CURRICULUM AT MISS

A broad, balanced and rigorous international curriculum, spanning sciences, arts and humanities, draws from the very best of the British, American and international education systems. The school will offers a fully accredited American high school diploma. Students will be prepared for examinations deliberately designed to support their successful application to high-calibre universities and colleges within Europe and throughout the world. **MISS** would be a candidate school for the International Baccalaureate's Middle Years Programme (MYP) and Diploma Programme (DP). The school will be pursuing authorisation as an IB World School. IB World Schools share a common philosophy – a commitment to high-quality, challenging, international education – that we believe is important for our students.

EDUCATION PHILOSOPHY

The **CIS** curriculum will enable students to play to their strengths through guided choice and individualised programmes of study allowing creative and personalised combinations of subjects – including innovative credit-carrying opportunities outside of the traditional academic curriculum. Our philosophy will guide high academic expectations that are linked to transformative opportunities for personal growth and development through extensive co-curricular activities, meaningful community engagement and an exceptional outdoor education programme. Our learning outcome will apply to both adults and students in the community.

The school will have following faculties under Head of Department:

- **Faculty of Art**
- **Faculty of Commerce, Accounts and Economics**
- **Faculty of Science**
- **Faculty of Computer Science**
- **Design and Technology**
- **English**
- **Faculty of Humanities**

The school will have following of art facility at par to the best institutions across the world.

- **Library**: Library will be stocked on regular basis and the school will have ongoing investment in print books and digital technology such as Kindles and other e-book sources and resources. There will be ample space for research and reading on the ground floor, and plenty of access to IT facilities on the second floor. WiFi connection will enable the students to access their laptops within the building. The library is being designed to provide the students with a quiet and purposeful atmosphere for studying where intellectually creative students are able to use the library throughout the term. Regular book fairs and meetings of the Library Council attended by students and masters to discuss the development of our library resources, such as book requests, Kindles, newspapers and periodical publications, and reference material. There will be also departmental libraries to support the work and resources of the main Library. It is our endeavour to support the educational aims of the school by making the library central and integral to the independent learning processes within the school.
- Provide a service which will enable students to become more responsible for their own learning and prepare for university by helping them develop their research and study skills.

- Enrich students' curricular experiences by providing appropriate resources. Knowledge of the curriculum enables staff to purchase relevant resources, and provide an environment that is conducive and will encourage divergent and reflective study.
- Provide an environment which encourages relaxation and private reading. Regularly changing displays and celebration of national book awards, presenting and highlighting new novels, literary works and latest developments, as well as personal recommendations, encourage pupils to read a varied range of material.
- Give students a sense of 'ownership' of their Library. Suggestions by students for resources are always welcomed. The Library Council meets regularly, with representation from students and staff.
- Arrange workshops and talks by writers and illustrators which will inspire, enthuse and entertain students.
- **Hall**

This facility will provide the school with a stage facility with attendant sports opportunities. It well be used for conferences, assemblies, visiting speakers, Board Examinations, debating, concerts and social events with

neigh boring girls' schools, as well as for sports such as table tennis and badminton.

Music School: The music school will be excellent facility for a growing and dynamic department. The Music School will be home to Uzbek music and Western music. Students will have access to individual music rooms, a music library and a recital room. School kids wile to academic music and by Board Music Examinations. Inter-house and inter-school competitions, in addition to a series of concerts, make the Music School one of the most popular school venues for the many students with an interest in music. In celebration of its recent tenth anniversary, substantial investments were made in a wide range of instruments, both Uzbek and Western classical.

The Rose Garden: The Rose Garden will be an iconic part of the school's landscape and history. This amphitheatre will be -built as an stunning venue for plays, musicals, assemblies and prize-giving ceremonies. The acoustics and the glorious backdrop will provides the School with a wonderful and unique space .

Indoor facilities: The school will have a gym and fitness room, squash courts, a sports pavilion alongside Main Field, as well as the use of the multipurpose hall for boxing and badminton.

Outdoor Facilities: The school shall have a 25-metre pool, acres of pitches and cricket net facilities as well as multiple new basketball and tennis courts with flood lights. Students have the opportunity to play golf at a golf course a few hundred metres from the school gates.

- **Science Department** school will have well equipped facilities to teach the three separate sciences, Biology, Chemistry and Physics as well as a science museum.
- **Design and Technology** school shall have well equipped facilities to teach the students the latest innovation in terms of technology and design within the science building.

- **The Wellness Centre** will be centre fully equipped with multiple beds, a full time residential doctors, a full time residential nurses and other support medical support. The students will be encouraged to drop in to the Wellness Centre to seek assistance as and when they need it. There will be dental centre and a facility with physiotherapists. Comprehensive support is also offered to parents and staff in groups and in one- to- one sessions, as and when desired. The school will also have visiting counsellors from overseas who visit two or three times a year and deal with specialised areas that need to be addressed.

Hostel Life: The residential life will take place within a friendly, caring and diverse multi-cultural community with a strong family atmosphere. A life-long, world-wide alumni network will reinforce the **MISS** experience as an exceptional foundation for the next generation of global citizens and leaders.

Proudly rooted in Uzbekistan's context: MISS will be a gateway for students to the rich heritage of and the diversity and opportunity of its present. Within its wider community and the region, **MISS** will be uniquely located to span many of the divides which still dominate the 21st century – divides between east and west, rich and poor, creed, culture and race – an inspiring mix of opportunity and challenge. For young people excited by the possibility of change and motivated to act through personal example and courageous leadership, **MISS** strives to provide real opportunities to make a difference.

SECTION 10

MINERVA PLAY SCHOOL

MINERVA PLPLAY SCHOOL

CHILDHOOD EXPERIENCE AT MINERVA KINDERGARTEN

Quality early education for kids is Uzbekistan is a major challenge for various reasons. Our world class facility will be built around with a philosophy that the childhood of a little one is very precious. It is meant to be enjoyed and cherished. Early childhood based research and in-depth studies have proven that the first five-six years of childhood are the most formative. It has been proved beyond doubt Incredible learning and vital mental and cognitive growth occurs during this period. In these years, the child has an outstanding ability to imbibe and flourish at a fascinating pace. Our programs will be tailored to foster every child's social, aesthetic and motor skills. We plan to develop age-appropriate activity based learning for the child's all round development.

As young children grow and become increasingly curious, we will strive to create the perfect balance of nurturing with the development of important milestones, including self-awareness and interactions with others. Using an accredited curriculum across all age groups as a basis for weekly activities, we will ensure that every child to be happily engaged and have fun as they learn and grow, each in their unique way.

A typical day at our play school will include a focus on academic studies, complemented with art, music and physical education. We will provide an experience that prepares each child for kindergarten and the world beyond. For students age 2 and older, we plan to introduce age-appropriate computer-based games as an added dimension in learning new and familiar concepts.

TECHNOLOGY

For today's children to become confident thinkers and creators, an early and well-planned approach to the use of technology is critical. At Minerva Play School, children will benefit from using computer-based learning to enrich classroom concepts. Programs such as Minerva Mouse provide eager children with fun and innovative dimensions in reading, math and

science skills. Computer usage as enrichment will not only help develop critical early child good. in thinking, problem solving and creativity, it will also allow children to develop and improve upon fine motor skills by gaining early keyboard practice.

Our programs shall include:

- Infants program : For students 6 weeks – 1 year old, we plan to offer the benefit of daily interaction with caring, nurturing teachers. They will also have the opportunity to interact with other infants, during this important stage of development. The idea is that our youngest students should enjoy our infant program.
- Toddlers : Students 1 year old – 2 years old will be able to enjoy our toddlers program. In this program, the focus will be on critical early learning skills, which are best developed in an atmosphere where there is independent environment. Their building curiosity will be satisfied here.
- Primary : For children between 2 – 3 years old we shall offer a primary program that focuses on language, math, science, and social development. In addition, we will help children discover new things and develop self-help and motor skills. Our learning environment shall also offers play time and structured schedules.
- Preschool: At 3 – 4 years old, we plan to teach students essential knowledge and skills, which will lay foundation to future success in school as this is the age where students' curiosity expands manifold. We are determined to provide well-rounded curriculum gives them both education and a creative environment.
- Pre-kindergarten : Our methodologies will foster independence, free-thinking, and self-confidence for students 4 – 5 years old. This program shall pave the way for their success in kindergarten and beyond. The focuses would be on kindergarten readiness.
- Before and after school : Our after-school program will be designed for children 5 – 12 years old who are enrolled in our international school or local elementary schools. Learning doesn't have to stop

after school hours. It will be our endeavour that after our bus picks up your child from school, your children will receive our help with not only their homework but also other activities essential for development of children.

STATE OF ART CLASS ROOMS

We plan to equip all of our classrooms with traditional and Montessori materials, so as to create varied daily activities, with both academics as well as arts and crafts. Realizing the fact that value learning and nurturing each child's creativity and individuality is important we shall focus on activities such as music and art as an integral part of our daily activities. These essential activities shall stimulate the imagination, encourage creativity and help a child explore their own potential.

SECTION 11

MINERVA SKILLS ACADEMY

Skills and knowledge are driving forces of economic growth and social development for any country. Given that developing skills requires huge investments, it is necessary to have availability of real time data on what constraints skill development in a region/area/district/state; identification of sectors where skill development is most needed; how well the skills of individuals match those required in the labour market, and the outcomes of various interventions undertaken thus far.

Globalisation and the Fourth Industrial Revolution have increased the pace of change in labour markets, putting a premium on right skills and adaptability. Public policies should enable workers to cope with transition, via income support, and also support incentives and opportunities for deskilling and upgrading skills. This is critical for addressing job displacement.

This rate of job displacement is not far out of line with previous periods. One reason why automation is so horrifying a prospect today is that the future was very uncertain in the past. We lacked skills and tools for long-range forecasts. An important current development is that today's automation is likely to usher in machines that can plausibly replace humans in several spheres where it was once thought that humans would be irreplaceable.

The biggest contributing factor to growing income disparities is, without doubt, unemployment. Unemployment is a global problem, with more than 73 million youth unemployed worldwide. Given the kind of opportunities available in the country, it is disheartening to note these dismal figures. The missing link here is skill development which is the key ingredient to robust economic growth.

Education and skills are what normally comprise human capital. While educational qualifications are essential for entering the labour market, it is the skills that will finally determine one's employability strength. Young people desperately search for entry-level jobs while employers, ironically,

are unable to find people with the right skills. They face regular attrition and a monthly turnover sometimes as high as a fifth of their workforce.

The benefits of skill development have been clearly articulated by various countries and industries with regards to addressing the unemployment problem and creating jobs. Skill development will help prospective employees get easier access to the formal job market where they can bargain for higher incomes, work under more congenial labour conditions, have greater job security and better access to healthcare and medical facilities. Considering the fact that the academic curriculum is more or less similar across universities and colleges, graduates from tier two and tier three towns typically lose out due to a severe lack of exposure and soft skills in the race for employment.

MINERVA SKILLS ACADEMY (FSA)

Minerva Skills Academy would be a social entrepreneurial venture dedicated to the domain of skill development and training programs. Our key objective at Minerva Skill Academy will be to make skill development opportunities accessible to a cross-section of society across Uzbekistan and other neighbouring countries and achieve excellence across sectors to maximize impact and efficiency.

Leveraging our reputation as leading international investor with strong industrial network across sectors, we will be in position to forge annuity business partnerships. At Minerva Skill Academy our aim will be to work with organizations who will share and support our endeavour of improving people's lives through skill development and sustainable employment solutions.

The project aims to establish an advanced technical training institute in Takshent. The institute will focus on training of manpower on latest in demand skills. Our solutions will follow the path of a person, able to support the growth of the skills needed at every stage of life. The institute will focus on courses and curricula which is relevant, tested, and proven to make a real impact - right from entry level worker to middle management executive.

VISION

Leveraging our deep industry experience and connections, FSA's comprehensive learning and development portfolio for the Corporates aimed at bettering the performance of individuals and groups in organizational settings to achieve and sustain competitive edge targeted to help achieve business outcomes.

Committed for attaining strategic competitiveness our focus would be as follows:

- Highly Experienced Team from the Industry with extensive knowledge of business challenges
- Top Calibre 'Owned' and Certified Trainer pool with ongoing development and growth opportunities
- Business Focused and Metric Driven training solutions customized to align with organizational needs
- Strategic Alliances and Global Networks to provide industry recognized certifications and domain & business programs through Master Trainers and in-house Subject Matter Experts
- Ubiquitous Training Delivery Solutions through flexible delivery platforms – computer based, Instructor led training, self-learning to enable quick dissemination via anywhere, anytime learning environment
- We will work closely with corporates to conduct a training need analysis, understand the learner's profiles and key result areas in the organization. This will further enable us to construct right form of interventions needed to achieve the output by working on both aptitude and attitude of our trainers and trainees. Our training pedagogy experts, organization behaviour specialists and behavioural psychologists will ensure high effectiveness of our

programs by focusing on training design, pedagogy/andragogy, and customized content.

At our Skills Academy it will be our endeavour to work very closely with the government, private sector and within the public sector. The focus of our work will be especially significant as increasing skill to meet the changing aspirations of young people, who all share a strong desire to improve the quality of life. As a universal world-wide phenomenon the lure of cities is contributing to a large number of young people seeking to migrate away from their villages in search of work. Elsewhere, there is a huge deficit in terms of the availability and quality of people with relevant skills – largely a function of a failed educational system.

Amongst those seeking to find jobs are large numbers of young people from low-income families and disadvantaged backgrounds. Engaging with the public sector – state and central governments – will provides us with the opportunity to find large scale solutions to the above mentioned trends and more importantly provide us with the financial incentive to focus on those from disadvantaged backgrounds.

At FSA we do understand that people are our greatest asset and that is the reason we strongly believe in empowering our people. We will continue to pursue our unique culture that is dedicated to the concept of enhancing natural talents and capabilities towards achieving of, not merely the organization's targets, but one's personal goals as well.

OUR PROPOSAL

The given project intends on the following aspects of development in the proposed project area:

- Training on employability linked sectors, with a special focus on women candidates.
- To provide necessary inputs for personality development, life skills and forward and backward linkages to the youth to ensure enhanced income and better quality of life.
- Linking the candidates with placement opportunity.

1. Our Capabilities and Credentials

The Skill Centre is driven with a vision to be the leading institution empowering human resources for industry, employing research based transformative learning solutions for livelihood and career progression.

We deliver programs across price points and verticals like Apparel, Textile, Handicraft, Hospitality, Retail, Sales, ITES, Spoken English, Banking, among others. Our focus is on enhancing the livelihood skills of youths and women, especially in the age group of 18 to 35 year old coming from tier2/3 cities to the interior most tribal districts of the country, enabling them with skills to secure a sustainable livelihood and live a dignified life

The program is highly sensitive to market demand and takes up only those employable trades which have demand in the local market. The training curriculum is also designed in consultation with industry experts and HR/Training managers of companies. This not only ensures a match between the industry expectations and the skills of the trainee but also helps in getting them entry level jobs.

Outreach & Infrastructure Capability:

We have established and are operating skill development institutions / vocational training institutions for imparting skills training in field of manufacturing sector, IT sector, entrepreneurship, personality development.

Training Experience:

- At the Skill Centre we have developed our own model and process of operating vocational projects which has been recognized and validated by the industry, the government.
- With the collaborative experience of our team members we have gained significant experience and expertise in the design, development and delivery of vocational qualifications, especially in the Apparel, Textile, handicraft, IT/ITES, Hospitality, Retail,

Automobile, Banking & Insurance, Mass & Media Production, Health & Beauty sectors.

- We have the expertise in providing end to end solution for vocational sector by engaging process likes conducting Preliminary Market Survey (Research & Study), Content Creation, Training process creation, market development and communication, Training Delivery Industry Interface for employment and OJT, Government Institutional interface for investments and process facilitation and Placement Services and Mentoring of pass-outs.
- We have an experience in successfully executing IT, Soft-skills, Entrepreneurship Development Courses as well as custom content development services - targeted at learners in the age-group of 18 to 30 years.
- In-house content team, for new product development, content customization as per the need of client, region/ state & youth.
- We have a pool of Master Trainers & trainers having an experience of minimum 3 years in the vocational sector.

2. Proposed Solution

With the above shared understanding we wish to propose employability linked training program, wherein we propose to provide vocational training to the youth, with a focus on women candidates.

To prepare a result oriented skill training program the program has been developed in line with current skill in demand by the industry in the region, skills already present in the youth and the aspirations of the youth. The modules, chapters, duration have been designed after rigorous research and discussions with the key stakeholders in the sectors proposed.

We proposes to partner with the Government of Uzbekistan to provide training to Educated, Semi- Educated youth for tenure of 12 months and ensure the employability of the youth. The following short term certificate

programs are proposed to be offered by thee skill centre under different streams for the age Group of 18 to 30 for the youth of Uzbekistan:

- Oil and Gas electrician
- AI Data Analysis
- Software Developer
- QSR Coordinator
- Commi 1
- Concierge

CERTIFICATE COURSE IN OIL AND GAS ELECTRICIAN

Duration: **12 Months**

Minimum Qualification: **Bachelor Degree in Computer Science**

Introduction

The two primary goals of the electrician are to keep the electrical systems at his or her job site operating efficiently, and to ensure the safety of all systems. Other responsibilities are job-specific. For example, one electrician's job is draftsman, which requires the person to create electrical schematics for others to use to buy and install the electrical systems.

The U.S. Bureau of Labor Statistics projects an increase in the number of electrician jobs by 23 percent by 2020 for most electricians in the commercial sector. This is due to the increasing number of electrical equipment used by all businesses, including those in the oil and gas industry.

Course Overview

- Develop and design electrical control systems for oil and gas drilling equipment
- Produce required documents, drawings/schematics, and procedures related to the electrical systems

- Write routine reports and correspondence.
- Create electrical drawing packages using software or current technology
- Install electrical equipment onsite.
- Maintain and make repairs to electrical equipment onsite.
- Conduct daily inspections on all systems and report any potential issues.
- Ensure that all required records are maintained.
- Troubleshoot all electrical systems and make recommendations for upgrades, repairs, maintenance, etc.
- Calibrate and modify systems according to site needs.
- Provide electrical technical support to all areas of the rig or site.
- Maintain an adequate supply of parts for emergency repairs.
- Assist the maintenance supervisor or chief engineer with preparing the maintenance and repair budget for the electrical systems.
- Supervise other electricians.
- Ensure that all regulatory requirements are met.

Learning Outcome

After the completion of the training participants will be able to The primary function to install and maintain electrical systems on oil rigs and/or gas and oil drilling sites.

Course Content

The course content covers the following:

- Organizational skills,
- safety skills, budgeting skills,
- communication skills,
- attention to detail,
- physical fitness, good vision

Job Opportunities:

The major oil and gas companies like Exxon Mobil, BP, and Chevron hire electricians, as well as smaller exploration and refining companies. There are also opportunities for electricians with electrical contractors, and some electricians work as self-employed contractors.

While electricians are hired most often for rigs and drilling sites, they can also be hired to maintain electrical systems at refineries and other facilities.

CERTIFICATE COURSE IN AI-DATA QUALITY ANALYSIS

Duration: 12 Months

Minimum Qualification: Bachelor Degree in Computer Science

Introduction

Data quality analysts examine complex data and turn it into information and insight to inform business decisions. They also monitor performance and quality control plans to identify any issues or ways to improve systems and database designs. This role requires collaborating with database developers to implement effective automation processes by developing Access queries in the SQL platform so data can be mined for quality control and accuracy. Data quality analysts typically work full time in an office environment, often as part of a larger development team. This role suits people who enjoy working with numbers and data sets, have an aptitude for computer systems and software, and have strong analytical abilities.

Course Overview

- Import data as per specifications
- Pre-process data as per specifications
- Manage your work to meet requirements
- Work effectively with colleagues

- Provide data/information in standard formats
- Develop your knowledge, skills and competence
- Build and maintain relationships at the workplace
- Build and maintain client satisfaction

Learning Outcome

After the completion of the training participants will be able to perform different aspects of data quality management. They will be also understanding about importing and pre-processing data as per pre-defined specifications or as desired for analysis.

Course Content

The course content covers the following:

- Interpret Data
- Develop and Implement Databases
- Identify Trends
- Review Computer Reports
- Prioritize Business Needs

Job Opportunities:

In a typical progression path, one could be promoted to senior or principal developer and from there to project manager. Alternatively, one could chose to move into a related field of technology, like systems design, IT architecture and business systems analysis.

If participant is keen to work for yourself, there is a chance they could work as a freelancer or consultant, giving them increased working flexibility. Overseas work is also available for those interested in seeing more of the world and working in a range of locations.

CERTIFICATE COURSE IN SOFTWARE DEVELOPMENT

Duration: 12 Months

Minimum Qualification: **Bachelor Degree in Computer Science**

Introduction

Software Developer in the IT-ITeS Industry is also known as a Developer, Software Analyst, Software Engineer, Systems Engineer, Programmer, Developer, Programmer Analyst etc.

Individuals at this job are responsible for development of software applications and interfaces as well as enhancements to existing packaged applications or pre-engineered templates. The job also involves providing support to custom applications, debugging, maintenance and documentation.

This job requires the individual to work independently and be comfortable in making decisions pertaining to his/her area of work. The individual should be result oriented. The individual should also be able to demonstrate skills for communication and logical thinking.

As a software developer, list of tasks can include:

- Reviewing current systems
- Presenting ideas for system improvements, including cost proposals
- Working closely with analysts, designers and staff
- Producing detailed specifications and writing the program codes
- Testing the product in controlled, real situations before going live
- Preparation of training manuals for users
- Maintaining the systems once they are up and running

Course Overview

- Contribute to the design of software products and applications
- Develop software code to specification
- Manage your work to meet requirements
- Work effectively with colleagues
- Maintain a healthy, safe and secure working environment

- Provide data/information in standard formats
- Develop your knowledge, skills and competence

Learning Outcome

After the completion of the training participants will be able to develop simpler code to meet the requirements of software products and applications.

Course Content

The course content covers the following

Software Requirements Specification includes:

- functional requirements
- non-functional requirements

High Level Design includes:

- technical solution selected and its rationale
- assumptions
- constraints
- dependencies
- interfaces

Low Level Design includes:

- programming structures
- coding standards
- checklists

Job Opportunities:

Currently, about a third of IT jobs are in development and programming and one can become a software developer across virtually all industry sectors. if someone have a particular area of interest, there's a chance that they can work in a suitable industry.

In a typical progression path, one could be promoted to senior or principal developer and from there to project manager. Alternatively, one could chose to move into a related field of technology, like systems design, IT architecture and business systems analysis.

If participant is keen to work for yourself, there is a chance they could work as a freelancer or consultant, giving them increased working flexibility. Overseas work is also available for those interested in seeing more of the world and working in a range of locations.

CERTIFICATE COURSE IN QSR COORDINATION

Duration: **12 Months**

Minimum Qualification: **Graduate**

Introduction

While overall employment of workers in the food and beverage industry is expected to grow 14 percent over the next decade, the growth for QSR coordinator is expected to be around 7 percent for the same time period.

QSR Coordinator, also known as Food Runner, is responsible for carrying customers' orders from kitchen to sale counter.

The individual at work liaises between kitchen and sale counter to get customized food & beverages prepared, make them presentable and then delivers at sale counter for getting it served to customers.

The job requires the individual to have the stamina for working long hours in standing position, ability to move around; stoop and carry light to medium weight, be mentally alert, have good listening and speaking skills and ability to develop rapport with others.

Course Overview

- Get food prepared, make it presentable and deliver at counter
- Communicate with customer and colleagues
- Maintain customer-centric service orientation
- Maintain standard of etiquette and hospitable conduct
- Follow gender and age sensitive service practices
- Maintain health and hygiene
- Maintain safety at workplace

Learning Outcome

After the completion of the training participants will be able to learn how to work effectively as a QSR coordinator and provider superior services to customers.

Course Content:

- Liaise between kitchen and counter
- Collect cooked food from kitchen and make it presentable
- Deliver customers' orders at counter
- Interact with superior
- Communicate with colleagues
- Communicate effectively with customers

Job Opportunities:

QSR Coordinator work in all types of restaurants, bars and other establishments where food is served. They have a high demand in Hotels, Restaurants, Travel & Tours, Cruise Liners. QSR Coordinator generally work during a restaurant's busiest hours to ensure timely service of food. This frees up wait staff to attend to more tables thus making more in tips, resulting in additional tips. The hours a food runner works depends on a restaurant's busy time, which is typically lunch or dinner, or both.

CERTIFICATE COURSE IN COMMIS 1

Duration: 12 Months

Minimum Qualification: Graduate

Introduction

Commi 1 is responsible for the preparation of basic food recipes and assisting Sous Chef or Chef-de-Partie in food preparation.

The individual at work assists the senior Chefs in preparing and presenting the food; guides the Commis (2 and 3) on food preparation; and maintains quality standards of the kitchen activities.

The job requires the individual to have: attention to details, service orientation, hygienic habits, and be commitment.

Course Overview

- Prepare for food and kitchen activities
- Perform food preparation as per standards
- Assist the commi and senior chefs
- Communicate with customer and colleagues
- Maintain customer-centric service orientation
- Maintain standard of etiquette and hospitable conduct
- Follow gender and age sensitive service practices
- Maintain IPR of organisation and customers
- Maintain health and hygiene
- Maintain safety at workplace

Learning Outcome

After the completion of the training participants will learn to maintain high standards of hygiene, preparing ingredients for senior chef, measuring dish ingredients and portion sizes accurately and dealing with deliveries and stock rotation.

Course Content:

- Report for work
- Interact and listen to Supervisor:
- Follow guidelines and work as per organizational requirement
- Ensure cleanliness in the kitchen area
- Follow guidelines on usage of kitchen equipment
- Prepare food
- Assist Chef De partie on Cuisine preparation
- Ensure appropriate quantity of food material is used for cooking
- Plan for required human resource
- Coordinate with commis
- Ensure food safety and hygiene in the kitchen
- Achieve quality and standards

Job Opportunities:

Commis 1 have a high demand in Hotels, Restaurants, Travel & Tours, Cruise Liners. The natural progression from commis chef is to demi-chef de partie, chef de partie (section chef) and then onwards and upwards to sous chef and head chef.

CERTIFICATE COURSE IN CONCIERGE

Duration: 12 Months

Minimum Qualification: Graduate

Introduction

Also known as 'Butler' or 'Valet', Concierge is responsible for providing all the guest services offered by the hotel.

The individual at work is responsible for assisting the guests with all their requirements. He / She take specified and personal requirements of guests such as butler services, planning for guest travel and any other requirements.

The job requires the individual to have: good communication skills, multi linguistic, service oriented approach, leadership skills, develop rapport with customers, presentable looks, attention to details, politeness, work in standing position for long hours, healthy habits and be committed.

Course Overview

- Handle guest requirements
- Maintain record to attend for guest requirements
- Assist and coordinate with other departments
- Handle guest complaints and guide front office staff
- Communicate with customer and colleagues
- Maintain customer-centric service orientation
- Maintain standard of etiquette and hospitable conduct
- Follow gender and age sensitive service practices
- Maintain health and hygiene
- Maintain safety at workplace

Learning Outcome

After the completion of the training participants will learn to assist patrons at hotels, apartments and office building with personal services. They will also lean to take messages, arrange or give advice on transportation, business services or entertainment or monitor guest request.

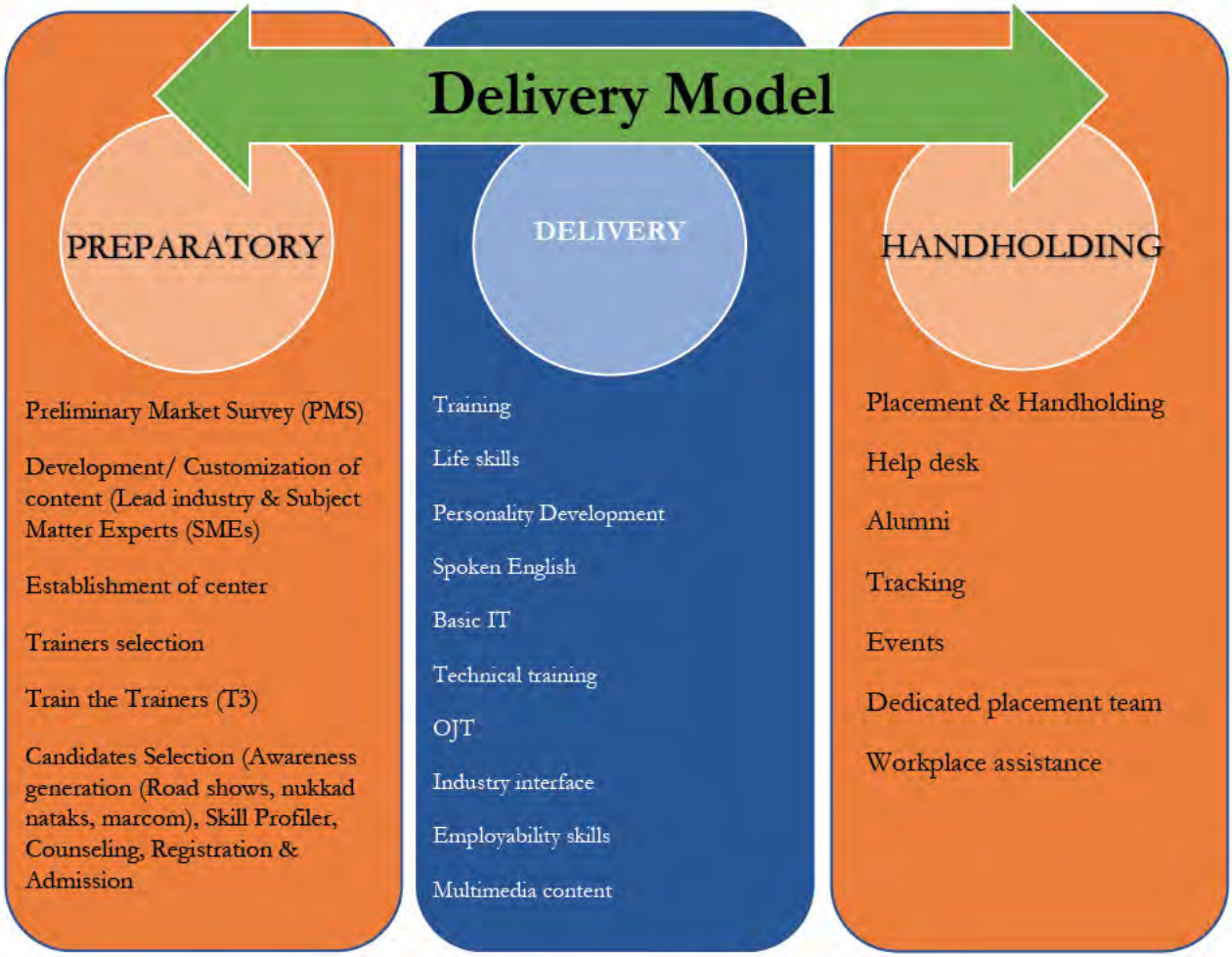
Course Content:

- Make dining and other reservations for patrons, and obtain tickets for events
- Provide information about local features such as shopping, dining, nightlife, and recreational destinations
- Make travel arrangements for sightseeing and other tours.
- Receive, store, and deliver luggage and mail.
- Perform office duties on a temporary basis when needed.
- Pick up and deliver items, or run errands for guests.
- Carry out unusual requests such as searching for hard-to-find items and arranging for exotic services such as hot-air balloon rides.
- Arrange for the replacement of items lost by travellers.

Job Opportunities:

Concierge are demand in front offices of Hotels, Apartments, Restaurants, Travel & Tours and offices.

DETAILED TRAINING PROCESS:



I. Preliminary Market Survey

A Preliminary Market Survey is always done to assess the potential trades for employment in the local area, candidate's aspiration, etc. This assessment forms the basis of finalizing the training courses and curriculum according to the market demand. The assessment would be repeated after 12 months to validate on the progress, introduce new courses and update the training curriculum if needed. Chosen courses would be continued in subsequent batches till reasonable numbers of candidates as per potential assessment are trained. The courses may change or taken off temporarily for a few batches as per market demand and supply.

II. Mobilization of Candidates

The youth is selected from the targeted project area (rural/ urban) with the assistance of the published data of the BPL persons and in coordination with DRDAs and local bodies. Local advertisements, nukkad nataks, road shows, tie up with local NGOs will help us ensure the same. A well equipped local team is set up and made responsible for identifying the interested candidates and counseling them to orient themselves towards changes in the workplace environment and disciplined living with the help of local NGOs and relevant stake holders. Team also undergoes a detailed training program which familiarizes them about the goals of the program, the "**criteria for the selection process and their role in motivating the youth".**

III. Identification and Selection of Trainees through Candidate Profilers

Mapping Skill Needs and Suitability to the Local Population is a crucial step in project execution. The identification of trainees would be based on the following criteria: trainees in the age of 18-35 years with minimum education qualification standard as required for the training are selected. An entry gate assessment through a psychometric test known as Skill Profiler would be carried out for screening of the candidates.

Candidate's walk-in through the center once the batch is announced after the CMD exercise, the selection of candidate is done through an Entry gating test known as **PROFILER**.

The Profiler facilitate in identifying the hidden or key skill areas of the candidate through the by testing and segregating under 4 categories viz.

- **Practical:** Mapping this area of Interest provides training in Tailoring, Two wheel mechanics, Mobile Repair handset, Electrician, Computer Hardware Networking.
- **Exploratory:** Mapping this interest area We provides training in Desk top publishing, Sales and Retail.

- **Creative:** Mapping this area of Interest We provides training in Desk top publishing and beauty care.
- **People Centric:** Mapping this area of Interest We provides training in sales, beauty care, receptionist, front desk, customer relations marketing, hospitality services, customer service associate.
- **Exemplars:** Mapping this area of Interest We provides training in Sales and Retail.
- **Conservative:** Mapping this area of Interest We provides training in office assistant, computer based accountancy, construction, plumber, carpenter, tailoring etc.

- **Parent's counselling:** Once the entry gating test has been completed, Parent's counselling session are organized, where the parent's/ guardians of the candidate are counselled about the objective of the program and the scheme and how it will benefit their child in planning career and securing the future.

- **Student's counselling:** A counselling session is organized with the candidates. The session gives a common platform to the candidates to share their aspirations, their understanding about the program, their expectations and plans for future.

- **Qualification Mapping:** The candidate's qualifications are mapped with the mapped profiler and with the counselling results.

- **Course Allocation:** Final allotment of courses is done after the qualifications and aspirations are mapped as per the profiler.

IV. Training Centers:

Dedicated Centers are established as required and a network of BPs are created to strengthen the same. We may seek the help of service

providers to strengthen the outreach in terms of infra. Training centers will be equipped with appropriate teaching aids and tools so as to enhance the efficacy of training. This could include multimedia support and other requisite support infrastructure in tune with the requirements of the training.

Training Partners: Partnership will be established with industry representatives / business partners that have the aptitude and capability to conduct training, so that the comparative advantages of the partner can be leveraged to improve the implementation of the programme.

V. Content:

Training modules are selected to suit the needs and demands as per the opportunities available in the local market and context. A survey has been done for a number of districts of the states. The PMS includes collection of information from all stakeholders and sources like industries, business houses, trade unions, government agencies, technical institutes etc. The PMS will be a continuous process to ensure dynamism in the project. Program would focus equally on technical skills and personality development of candidates. Besides quality technical skills (theory, practice and on-job), training modules would include a significant amount of inputs on personality development like spoken English, communication skills, mannerisms etc. required to meet the market demands. Program would include a regular interface with local business, industrial and other potential employers for course development, training methodology, placements and building backward and forward linkages.

Modules for some of the proposed courses have already been developed in the ongoing projects of Skill Centre. These would be further customized and finalized with inputs from industry and apt balance between theory and along with exposure and on the job training to the candidates will be ensured. The curriculum would be flexible enough to take care of the individual's aspiration and

industry needs. The curriculum would also be updated and modified periodically to suit the changing market dynamics.

VI. Trainer's selection

We will follow a diverse approach for trainer's selection, which is based on combination of required skill set and relevant industry experience for conducting training program.

Each trainer position has a specific job description document which is used to baseline the skills set and initiate hiring process. Competency grid forms a critical part of this document which entails the required functional and behavioural expertise.

- Candidates with matching profiles having relevant experience and/or inclination towards training delivery are sourced using various channels and are enrolled for online examination which acts as first elimination round.
- These examinations are specific to industry and are designed by subject matter experts.
- Candidates who clear the online test are personally interviewed by experts followed by stand-up delivery session, either face to face or over SKYPE for remote locations on relevant topic chosen by the candidate.
- Ratings from stand up sessions are then mapped using the IEF (Interview Evaluation Form) by more than one SME to ensure selection of the right profile.
- Selected candidates go through a final round of interview with Capability Building Leader before hiring is closed by HR.

Note: The process ensures governance and acts as a stringent entry gating criteria for trainers to ensure quality delivery. The entire trainer identification process will be completed within the first two months.

SECTION 12

INTERNATIONAL RECOGNITION

INTERNATIONAL RECOGNITION

Minerva World of Knowledge recognizes that the availability of committed and competent faculty is one of the most important learning components of a nascent University.

STRATEGICALLY COMPETITIVE

Being a global school we should be attracting faculty with international exposure both at teaching and research levels. Attracting the best faculty members from all over the world with outstanding academic records, work experience and educational qualifications from top institutions around the world will be the top priority. The major focus of the Minerva World of Knowledge is to find top honours in global rankings and be one of the top ranked schools in the entire continent with strong ties to world's leading schools for faculty exchange and student exchange The Universities will establish joint degree programmes with leading higher education centres around the globe. Minerva World of Knowledge will participate in study abroad programs with plan to collaborate with major

US based Universities. Minerva World of Knowledge will accredited by both the EQUIS (European Quality Improvement System) and AACSB (Association to Advance Collegiate Schools of Business).

SECTION 13

FACULTY RECRUITMENT

FACULTY RECRUITMENT

For running any new school the quality of faculty is the most important. In all the schools/colleges under Minerva World of Knowledge we plan to attract talented and dedicated leaders not only from the region but also abroad. The major idea is to bring in high quality researchers who have the capability to generate grants/ support /research funding for the institutions.

Not only will be they be academically and professionally amongst the best, but also possess high standards of moral and ethical values, so as to be true role models. The recruitment of faculty will be much in line with US tenure track recruitment systems where appointed faculty will be required to bring in research funding to support the students.

Recruiting The Best

CORE FACULTY

At Minerva World of Knowledge, the core faculty would comprise of distinguished academicians from the best institutions and leading professionals from the corporate world with rich industry experience. The

faculty will be encouraged to undertake industry oriented consultancy and applied research. Faculty that author books or present at international meetings will receive incentives.

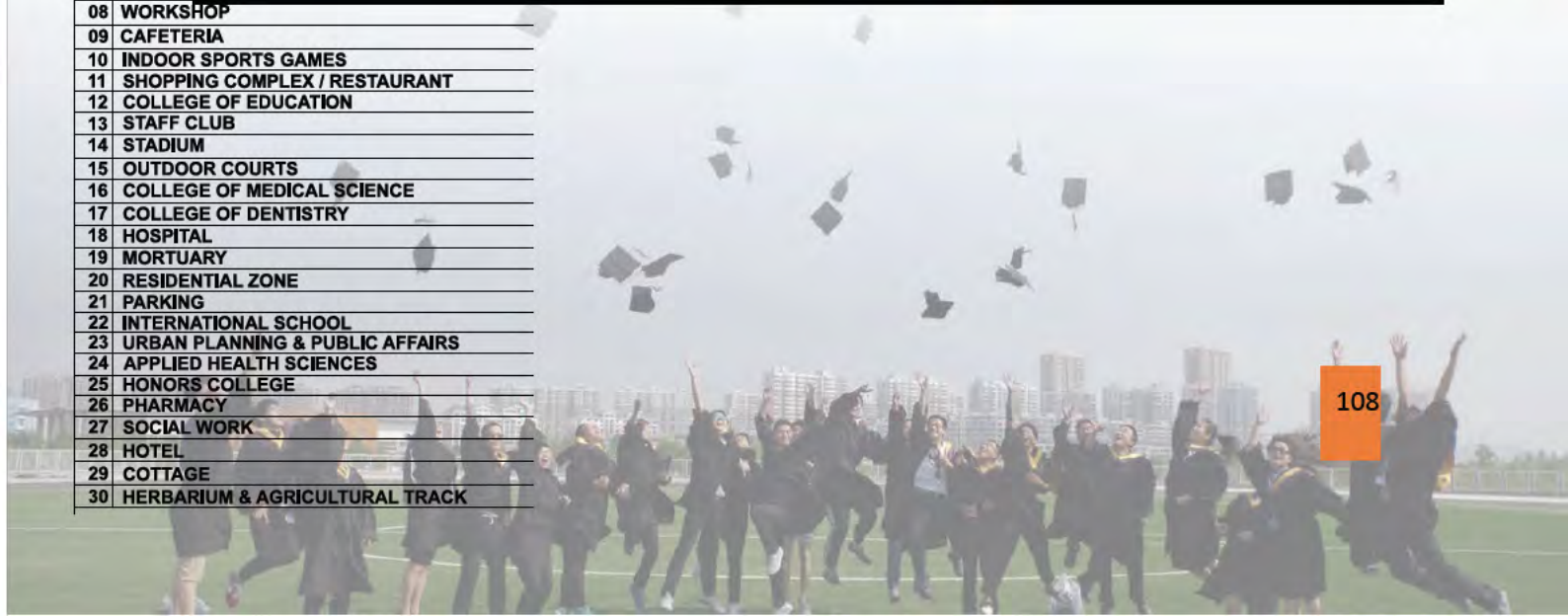
VISITING FACULTY

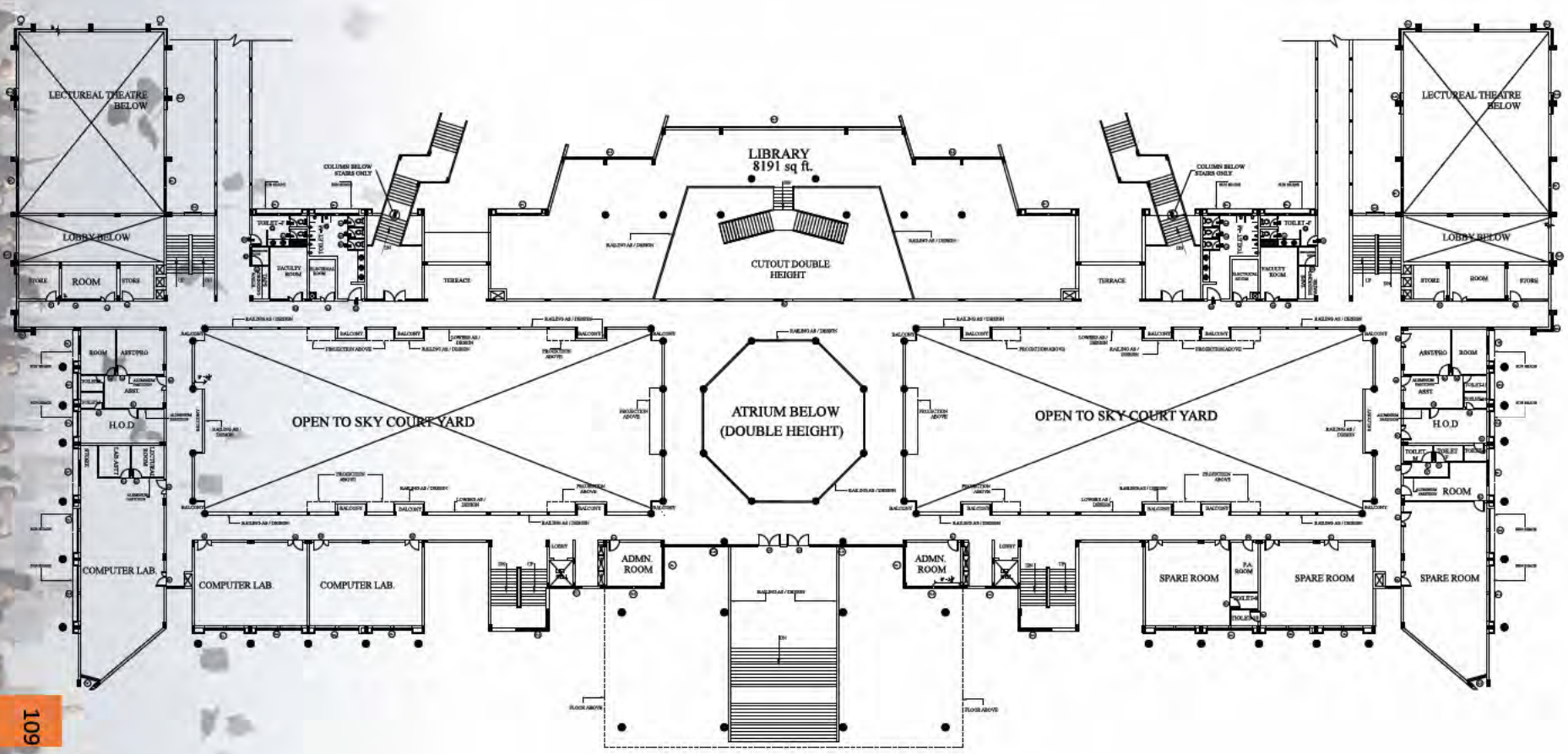
In addition to the permanent faculty, Minerva World of Knowledge will have a pool of well- known professionals from the corporate world as visiting faculty. Getting associated with top names will help Minerva World of Knowledge to project itself as a top class school. The industry leaders will share their experiences with the faculty and students, which will help us to develop industrial academia relationships vital for our success. These relations are vital and can help our students for training and placements. Consequently the students will get a perspective much different from their text books. A major focus would be laid on building a very strong industry academia relationship.

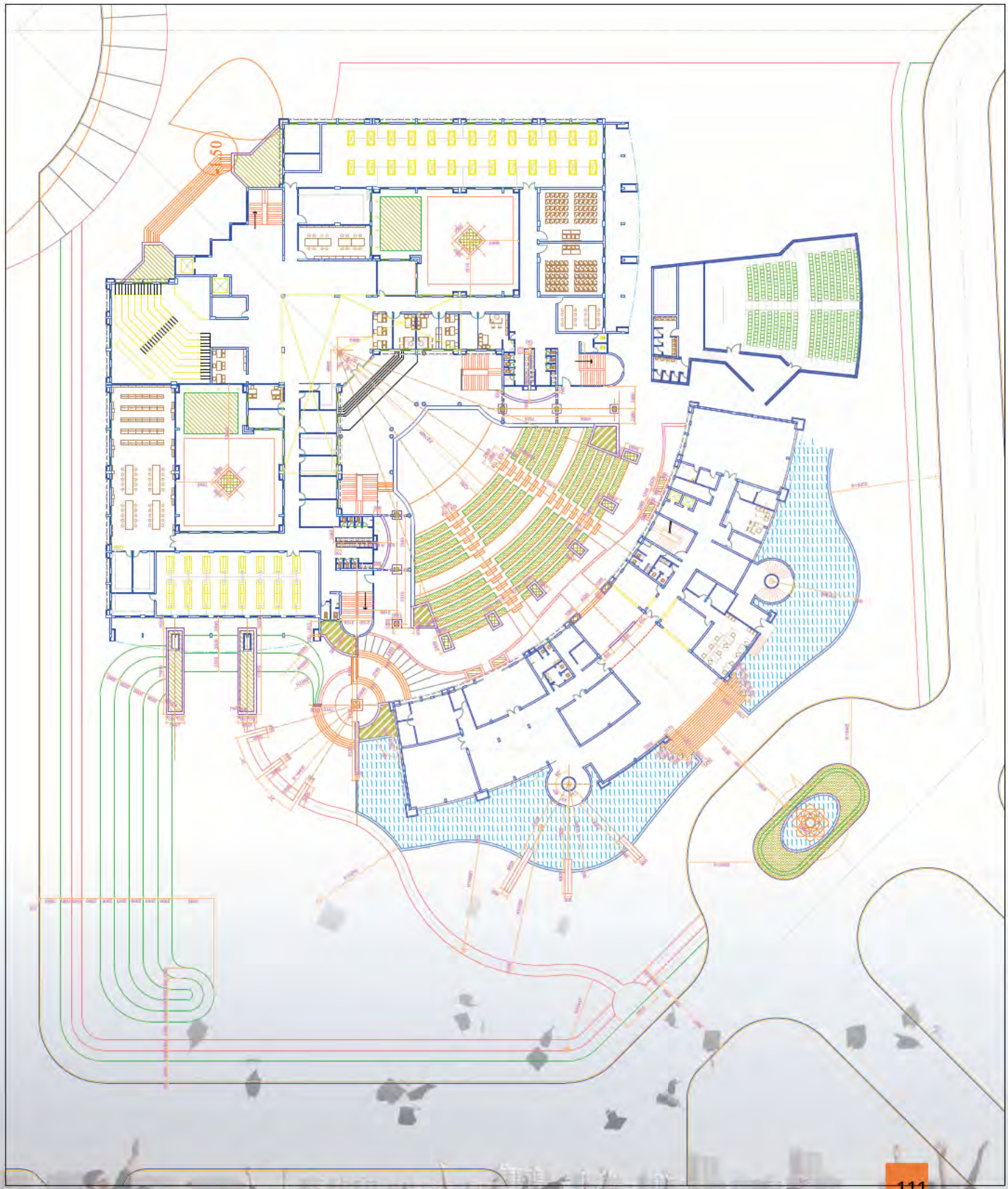
SECTION 14

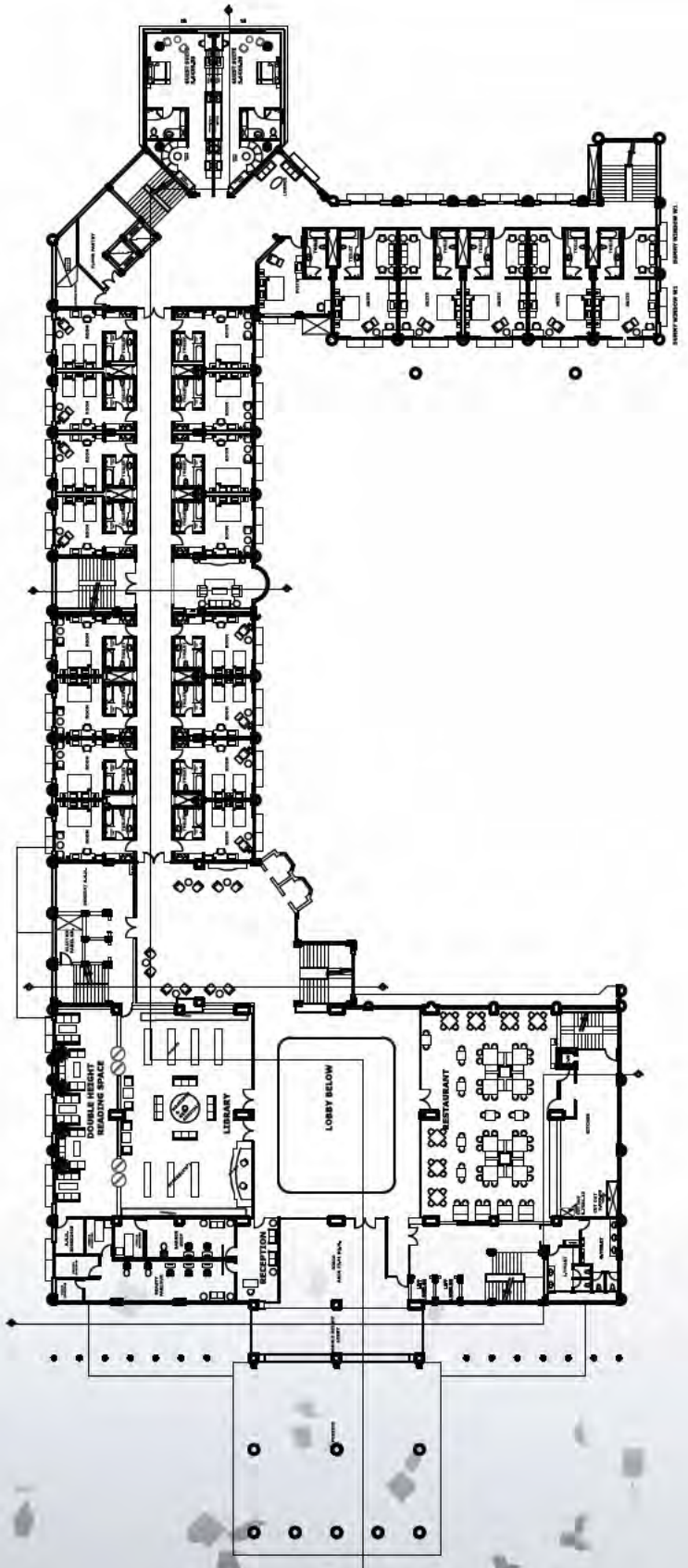
LAYOUT PLAN & PROPOSED DRAWINGS

AREA ST	
S.NO.	
01	BUSINES
02	AGRICU
03	ARCHIT
04	ENGINE
05	ARTS &
06	LAW
07	UNIVERS
08	WORKSHOP
09	CAFETERIA
10	INDOOR SPORTS GAMES
11	SHOPPING COMPLEX / RESTAURANT
12	COLLEGE OF EDUCATION
13	STAFF CLUB
14	STADIUM
15	OUTDOOR COURTS
16	COLLEGE OF MEDICAL SCIENCE
17	COLLEGE OF DENTISTRY
18	HOSPITAL
19	MORTUARY
20	RESIDENTIAL ZONE
21	PARKING
22	INTERNATIONAL SCHOOL
23	URBAN PLANNING & PUBLIC AFFAIRS
24	APPLIED HEALTH SCIENCES
25	HONORS COLLEGE
26	PHARMACY
27	SOCIAL WORK
28	HOTEL
29	COTTAGE
30	HERBARIUM & AGRICULTURAL TRACK



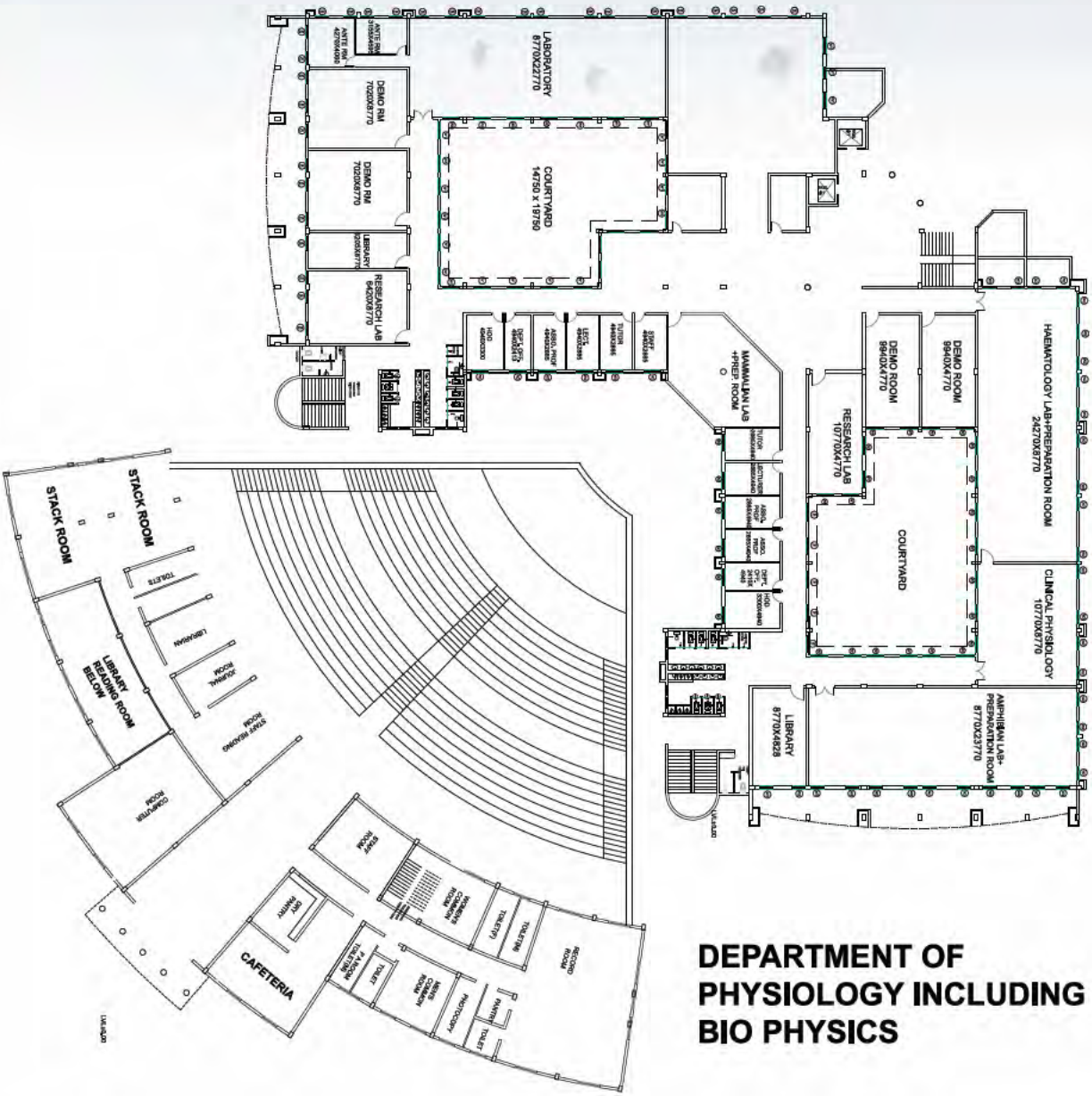

LECTUREAL THEATRE BELOW
LOBBY BELOW
STORE
ROOM
STORE
COLUMN BELOW STAIRS ONLY
TOILET-F
FACULTY ROOM
TERRACE
LIBRARY
8191 sq ft.
CUTOUT DOUBLE HEIGHT
RAILING AS / DESIGN
TERRACE
COLUMN BELOW STAIRS ONLY
TOILET-M
FACULTY ROOM
LECTUREAL THEATRE BELOW
LOBBY BELOW
STORE
ROOM
STORE
ROOM
ASST/PRO
ASST.
H.O.D
STORE
LAB ASST
LECTURAL ROOM
COMPUTER LAB.
OPEN TO SKY COURT YARD
BALCONY
PROJECTION ABOVE
ATRIUM BELOW
(DOUBLE HEIGHT)
OPEN TO SKY COURT YARD
ASST/PRO
ROOM
ASST.
H.O.D
ROOM
COMPUTER LAB.
COMPUTER LAB.
ADMN. ROOM
ADMN. ROOM
SPARE ROOM
P.A. ROOM
SPARE ROOM
SPARE ROOM
FLOOR ABOVE
FLOOR ABOVE



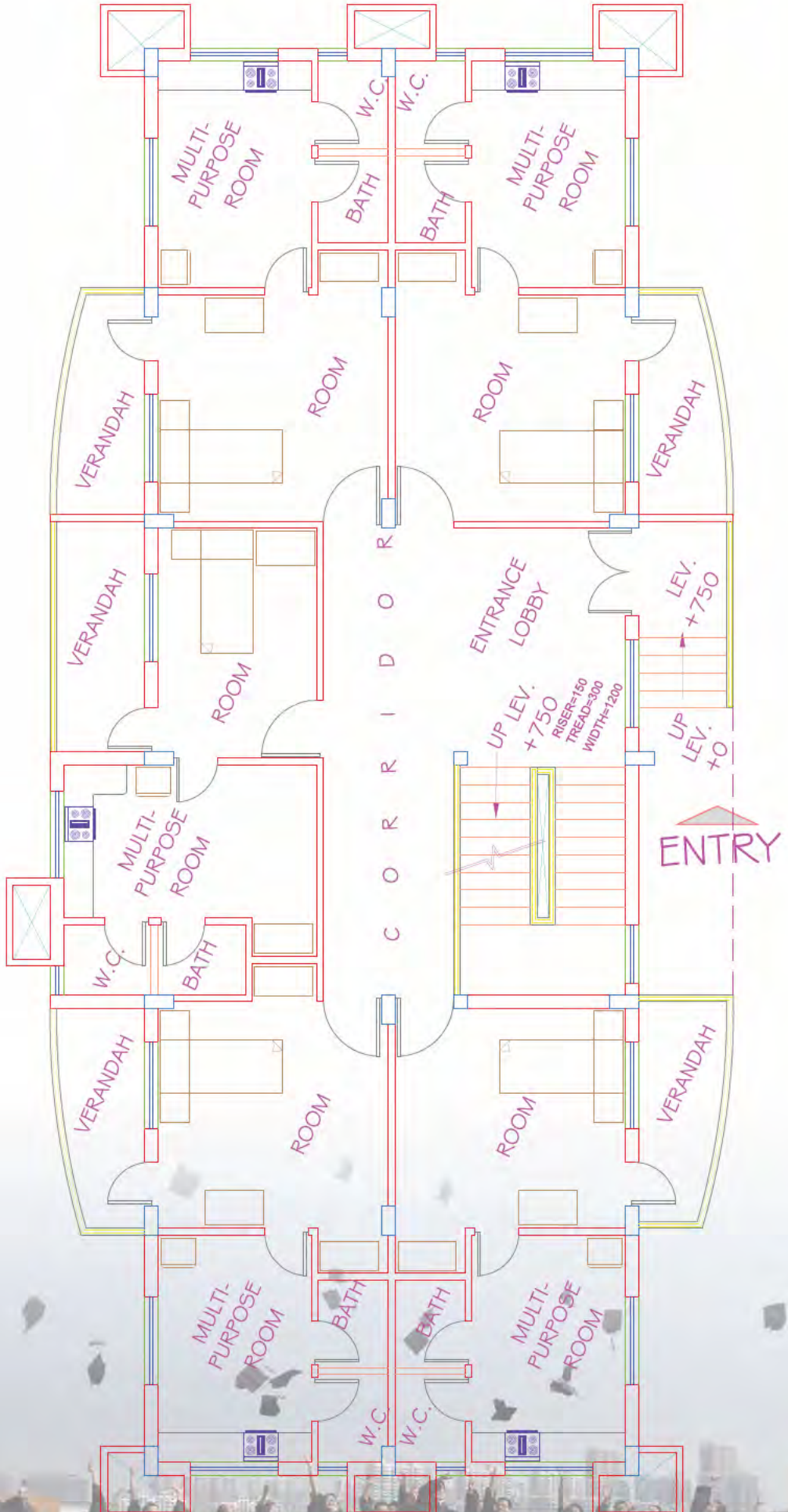

DOUBLE HEIGHT
READING SPACE
LIBRARY
LOBBY BELOW
RESTAURANT
RECEPTION

DEPARTMENT OF ANATOMY
DEMO ROOM 8760X7270
DEMO ROOM 8760X7270
STAFF COMMON ROOM 6145X4855
DISECTION HALL 44275X8770
COURTYARD 20040 X 14770
RESEARCH LAB 9940X4770
LIBRARY 9940X4770
COURTYARD 14750 x 19750
MUSEUM 8770x22770
HISTOLOGY LAB + PREPARATION ROOM 24355x8770
COLLEGE COUNCIL ROOM
GENERAL OFFICE
MAIN ENTRANCE LOBBY
LIBRARY READING ROOM
STACK ROOM
STACK ROOM
DEPARTMENT OF ANATOMY

DEPARTMENT OF BIOCHEMISTRY



DEPARTMENT OF PHYSIOLOGY INCLUDING BIO PHYSICS


MULTI-PURPOSE ROOM
W.C.
W.C.
MULTI-PURPOSE ROOM
BATH
BATH
VERANDAH
ROOM
ROOM
VERANDAH
VERANDAH
ROOM
ENTRANCE LOBBY
LEV. +750
UP LEV. +750
RISER=150
TREAD=300
WIDTH=1200
UP LEV. +0
C O R R I D O R
MULTI-PURPOSE ROOM
ENTRY
W.C.
BATH
VERANDAH
ROOM
ROOM
VERANDAH
MULTI-PURPOSE ROOM
BATH
BATH
MULTI-PURPOSE ROOM
W.C.
W.C.

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SECTION 15

CONSTRUCTION COST

Year	0	1	2	3	4	5	6	7	8	9	Total
Minerva Play School											
Sq. m. Construction of University	125	125	116	54	125	183	179	179	179	179	1 443
Total Cost of Construction ($)	33 750	35 775	35 267	17 285	42 609	66 167	68 461	72 569	76 923	81 538	530 344
Minerva International School											
Sq. m. Construction of University	1 800	225	268	438	571	684	780	861	930	988	7 545
Total Cost of Construction ($)	486 000	64 395	81 228	140 792	194 743	247 265	298 752	349 569	400 064	450 561	2 713 367
Minerva University Of Uzbekistan											
Sq. m. Construction of University	6 875	6 700	6 394	7 831	7 681	10 878	13 075	13 522	13 969	14 416	101 341
Total Cost of Construction ($)	1 931 250	1 991 475	2 018 056	2 574 604	2 721 979	4 087 066	5 180 609	5 680 198	6 221 088	6 806 436	39 212 762
Minerva International University Of Uzbekistan											
Sq. m. Construction of University	30 000	29 300	27 900	27 400	18 725	25 700	30 675	31 650	32 625	33 600	287 575
Total Cost of Construction ($)	8 400 000	8 681 400	8 777 563	8 946 912	6 614 748	9 625 187	12 121 955	13 259 763	14 490 470	15 821 126	106 739 125
											-
Commercial Park											
Sq. m. Construction of University	100 000	100 000	100 000	100 000	100 000	100 000	100 000	100 000	100 000	100 000	1 000 000
Total Cost of Construction ($)	27 000 000	28 620 000	30 337 200	32 157 432	34 086 878	36 132 091	38 300 016	40 598 017	43 033 898	45 615 932	355 881 463
Total Construction Sq. m.	**138 800**	**136 350**	**134 678**	**135 723**	**127 103**	**137 446**	**144 709**	**146 212**	**147 702**	**149 182**	**1 397 903**
Total Cost for Construction (USD $)	**37 851 000**	**39 393 045**	**41 249 314**	**43 837 025**	**43 660 956**	**50 157 776**	**55 969 793**	**59 960 117**	**64 222 442**	**68 775 592**	**505 077 061**

Cost Drivers

Notes:			
Minerva Play School	Capacity:	600 Children	10 Years
	Cost per Sq m on building:	300 USD	
	Cost per Sq m on infrastructure:	150 USD	
Minerva International School	Capacity:	2400 Scholars	10 Years
	Cost per Sq m on building:	300 USD	
	Cost per Sq m on infrastructure:	150 USD	
Minerva University Of Uzbekistan	Capacity:	15000 Students	10 Years
	Cost per Sq m on building:	300 USD	
	Cost per Sq m on infrastructure:	150 USD	
	Cost per Sq m on Boarding:	300 USD	3260 Students
Minerva International University Of Uzbekistan	Capacity:	40000 Students	10 Years
	Cost per Sq m on building:	300 USD	
	Cost per Sq m on infrastructure:	150 USD	
	Cost per Sq m on Boarding:	300 USD	8400 Students
Commercial Park	Shopping complex		
	Residential towers and cottages		
	Office towers and corporate parks		
	Community centres		
	Large scale sports facilities		
	Hospital		
	Hotels		
	Architetural Landscapes		
	Cost per Sq m on building:	300 USD	
	Cost per Sq m on infrastructure:	150 USD	

SECTION 16

DETAILS OF MINERVA HOSPITAL

DETAILS OF MINERVA HOSPITAL

At Minerva Hospital we will strive to be premier Medical Hospital not only in Uzbekistan but also in CIS countries globally recognized for imparting finest medical treatment and education. As a part of our community outreach programme it will be our endeavour to provide the best of health care to the society with focus on serving the needy and poor

As a teaching hospital we will make every attempt to develop a distinctive style of medical education, equipped to address critical health care challenges faced by the community. We intend to have time bound plans to make Minerva Hospital an international leader in medical teaching. and thought generation with emphasis on research base and inspiring diversity. The hospital will serve local community and will play major role in implementation of governmental health care programmes. The Hospital plans to work with various leading hospitals and various international organizations so as to provide best quality Medicare facilities.

State of the Art Facilities

To make our mark as a global teaching hospital our entire team will provide training every student to turn into a vibrant and a competent professional as they pass out of our Medical School. The hospital will be designed for high level of expertise, rationale thinking and clinical

knowledge among our Alumni. It is intended that future students of our college would turn out to be much more promising professionals.

Minerva Hospital will offer specialised treatment across all major medical disciplines including Medicine, Paediatrics, Skin and V.D, Dental, Cardiology, Oncology, Neurosciences, Nephrology, Orthopaedics, ENT, Urology, Physiotherapy, Gynaecology, IVF, and Obstetrics. All major surgeries will have facilities such as Bone Marrow Transplant, Minimal Access, Bariatric Surgery, Kidney Transplant, Heart Transplant, and Aesthetics and Reconstructive Surgery.

The hospital will have following care centres so as to focus on life style diseases and genetic disorders:

CRITICAL CARE

At Minerva Hospital we plan to have one of the largest intensive care facility. With 100 intensive care beds and the latest in monitoring and ventilating equipment, the team will have dedicated experts providing life saving care to many critically ill patients. The neonatal intensive care unit will have state of art facilities rescuing severely premature children with complex congenital problems. The Specialty Neuro And Cardiac ICUs will have state of art facilities to provide advanced care to patients with cardiac illness and neurovascular conditions.

CARDIAC CARE

Minerva Hospital will have excellence that provides focused expertise of a quality that is unparalleled in the region. The Cardiac Care Centre will not only provide ambulatory care for patients with rheumatic and coronary artery disease besides providing world class facilities for treatment relating to disturbances of cardiac rhythm and cardiomyopathy. Besides curing ailments of the heart, the centre will possess outstanding programs that focus on preventing heart disease. We aim to project our Cardiac Care Centre as one of the few centres in the country to perform cardiac transplantation, providing life support and assist devices and artificial hearts.

MINIMALLY INVASIVE AND DAY CARE SURGERY

Through a small incision and sophisticated laproscopic techniques, the surgeon at Minerva Hospital will be able to perform on almost any organ without much disturbance to surrounding tissues. Because of small incisions high technology and great attention to sterile techniques, long hospitalizations and convalescences have become a thing of the past. The idea is to save time of patients and also reduce their in hospital stay so as they can come in the morning; have their surgery and go back home the same evening to sleep in comfort of their own beds.

NEURO-CARE CENTER

The neuro-care center focuses will provide state of art care to patients with problems with circulation of the brain, epilepsy, disorders of sleep and movement. The interdisciplinary neurosurgical team will have expertise in treating aneurysms and malformations of the blood vessels of the brain. Care of patients with brain tumors and complex epilepsy will other important areas of focus.

CARDIO DIABETES CENTRE

As we all are aware that world is waging a serious battle against life style diseases. The aim of this centre would be to concentrate on reducing the morbidity and Mortality of T2 DM with Cardiac complication Cardiology &Diabetology . They will use all latest Investigation Tool to detect the population of T2DM and give them proper care as well to prevent the sudden death which is very common these days.

HUMAN GENETICS CENTRE

We plan to have a full Fledged Genetic Laboratory which will take care of Genetic Screening in patients with Diabetes Mellitus, diverse Cancers,

Equipped with the Latest Medical Technology

autoimmune diseases and Neuro disorders. This Laboratory will act as a training centre for the medical Staff and students in Genetics. At the end of the third phase we plan to create separate Stem Cell Research Centre.

SECTION 17

CONCLUSION

CONCLUSION

In Uzbekistan, higher education was traditionally looked after by the government. However, taking into account the lack of resources that exist to meet the ever increasing demand, we believe that the private sector should not only be allowed but rather, be encouraged to share the responsibility. Particularly those with international exposure and strong industrial ties. A significant number of students from CIS countries go to other continents in search of quality education. Establishment of quality institutions in the country will accelerate growth in the entire region. At Minerva World of Knowledge we have decades of business experience supported by an international industrial conglomerate.

Uzbekistan has a well-developed education system set up in terms of the vast range of programs, however it lacks in terms of international quality standards. As seen in first world countries, higher education institutions managed by world class private players play a pivotal role in the creation of a knowledge hub which ultimately lead to an increase in skills and quality of education. If Uzbekistan has to emerge as a preferred location for higher education in the globalizing world, it will have to formulate national policies to encourage the private sector to develop & invest in education. We strongly feel that through Minerva World of Knowledge we can work closely with the Uzbekistan government, local communities and society as a whole to make a significant contribution in scripting a new chapter in the nation's growth.