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EMBRACING HOLISTIC LEARNING

A NEW CHAPTER FOR INDIAN SCHOOLS

For decades, the Indian education system has been synonymous with rote learning — a mechanical process of memorization with little regard for understanding or application. Students, often under pressure to perform well in board exams, have been conditioned to prioritize marks over knowledge. However, a quiet but significant transformation is underway. Holistic learning is beginning to take root in Indian schools, marking a gradual yet promising shift in the nation's approach to education.

Holistic learning goes beyond textbooks and exams. It encompasses intellectual, emotional, social, and physical development, aiming to nurture well-rounded individuals rather than mere repositories of information. This approach recognizes that true learning occurs when students are engaged, curious, and able to relate their education to real-life contexts.

One of the key drivers of this shift is the growing realization among educators and policymakers that rote memorization has limited utility in the 21st century. In an era driven by creativity, collaboration, and critical thinking, the ability to regurgitate textbook content is no longer sufficient. Employers and institutions of higher learning now look for problem-solving skills, emotional intelligence, and adaptability — attributes that rote learning simply doesn't cultivate.

The New Education Policy (NEP) 2020 is a landmark step in this direction. By advocating for experiential learning, interdisciplinary studies, and the integration of arts and sports into the curriculum, the policy lays a strong foundation for a more holistic approach. Schools are now encouraged to shift focus from high-stakes testing to formative assessments that gauge a student's comprehensive development.

Several private schools across urban India have already begun implementing project-based learning, mindfulness sessions, and collaborative classroom environments. Activities such as storytelling, debates, hands-on science experiments, and environmental projects are being introduced to encourage active participation and critical thinking. These schools are not just producing better learners but also more confident and empathetic individuals.

However, the transition is not without its challenges. A vast number of schools, particularly in rural and economically weaker sections, lack the infrastructure and trained faculty to support this shift. Teachers, often burdened with large class sizes and outdated syllabi, require extensive reorientation and support. Moreover, parental attitudes — still largely centered around marks and traditional career paths — need to evolve to fully embrace this change.

To make holistic learning a nationwide reality, systemic reforms must go hand in hand with cultural change. Investment in teacher training, inclusive policies for under-resourced schools, and community engagement are crucial. Technology can also play a transformative role, bridging gaps and personalizing learning in ways that were previously unimaginable.

India stands at a crossroads. Clinging to rote learning will only deepen the disconnect between education and employability. But embracing holistic learning promises a generation of thinkers, innovators, and responsible citizens. The seeds have been sown — what's needed now is sustained nurturing. In doing so, India can redefine education not just as a means to a job, but as a pathway to a meaningful and fulfilling life.

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INSIGHT

A LEGACY THAT INSPIRES, A FUTURE THAT EXCELS



Dr. Shivani Vijay Patil
Pro Chancellor & Vice President,
D Y Patil Education Group,
Navi Mumbai

> Functioning under the visionary leadership and guidance of **Dr. Shivani Vijay Patil, *Pro Chancellor & Vice President of D Y Patil Education Group, Navi Mumbai,*** DPVN continues to set new benchmarks in school education, holistic development, and academic excellence. Her progressive approach, focus on innovation, and unwavering commitment to quality education ensure that DPVN students receive the best learning experiences in an ever-evolving world.

Education is the foundation of a strong and successful society, and few institutions in India have a legacy as impactful as the **D Y Patil Education Group, Navi Mumbai**. With an unparalleled legacy dating back to 1983, the group has been a trailblazer in higher education, healthcare, and school education, transforming the way students learn and grow. Over the years, the group has built world-class universities, medical institutions, schools, and research centers, all dedicated to shaping bright and capable individuals who excel in their chosen fields.

This journey began with the visionary contributions of Late Mrs. Pushpalata Patil, whose dedication laid the foundation for excellence at DnyanPushpa Vidya Niketan School. Her commitment to holistic education has nurtured countless young minds, and her legacy continues to guide the institution.

Continuing this tradition of excellence, DnyanPushpa Vidya Niketan (DPVN), Navi Mumbai, has emerged as one of the most prestigious CBSE schools, offering an exceptional learning environment for students from KG to Grade 12. More than just a school, DPVN is a launchpad for future leaders, thinkers, and innovators, equipping them with the right skills and exposure to thrive in an evolving world.

Functioning under the visionary leadership and guidance of **Dr. Shivani Vijay Patil**, *Pro Chancellor & Vice President of D Y Patil Education Group, Navi Mumbai,* DPVN continues to set new benchmarks in school education, holistic development, and academic excellence. Her progressive approach, focus on innovation, and unwavering commitment to quality education ensure that DPVN students receive the best learning experiences in an ever-evolving world.

The DPVN Advantage – More Than Just a School

What makes Dnyanpushpa Vidya Niketan stand out? It's not just about providing an education; it's about offering a complete ecosystem for learning, growth, and success. As a parent, you always want your child to receive an education that goes beyond textbooks and exams. When you enroll in a new-age school like DPVN, you realize just how transformative education can be.

A Direct Bridge with D Y Patil Deemed to be University, Navi Mumbai

Unlike conventional schools, DPVN students enjoy a distinct advantage by being closely associated with the prestigious D Y Patil University, Navi Mumbai. This means early exposure to higher education, access to top faculty, cutting-edge research opportunities, and industry-aligned learning methodologies. While most students only start thinking about their career paths in high school,

INSIGHT



> With a rigorous yet engaging curriculum, state-of-the-art learning facilities, and an innovative approach to education, DPVN creates an environment where every student thrives academically, socially, and personally. The school's unique advantage of being closely affiliated with D Y Patil Deemed to be University, Navi Mumbai provides students with an early edge in higher education, ensuring they graduate with a strong foundation, global exposure, and industry-relevant skills.



DPVN students are already ahead, gaining valuable insights and hands-on learning from an early age.

A World-Class Curriculum for Future Readiness

Education in the 21st century is evolving rapidly, and DPVN ensures that students are well-prepared for the future. The school follows the CBSE curriculum, which is known for its structured and holistic approach. But at DPVN, the learning experience goes beyond textbooks.

The curriculum is STEAM-integrated (Science, Technology, Engineering, Arts, and Mathematics), ensuring students develop analytical and creative thinking. AI & Robotics Labs introduce students to futuristic technologies, preparing them for careers in emerging fields. The experiential and project-based learning model emphasizes understanding concepts through real-world applications, rather than rote memorization.

With state-of-the-art laboratories, digital learning platforms, and interactive teaching methods, DPVN nurtures students to be thinkers, problem-solvers, and innovators who can adapt to the evolving demands of higher education and careers.

21st-Century Skill Development – Preparing for the Real World

Education is not just about marks; it is about developing skills that shape successful individuals. At DPVN, equal importance is given to fostering critical thinking and decision-making, encouraging students to analyze problems and find solutions independently. Through interactive learning methods, debates, and case studies, students develop the ability to approach challenges with confidence and clarity.

Leadership and communication skills are integral to a student's personal and professional growth. DPVN ensures that students build confidence through debates, presentations, and leadership roles in school activities. Whether leading a team in a classroom project or speaking in front of an audience, students gain the ability to express their ideas effectively.

Collaboration and teamwork are equally emphasized, as students participate in group projects, clubs, and inter-house competitions that foster a spirit of cooperation and shared success. This prepares them for the real-world dynamics of working in teams and handling responsibilities in a professional setting. Creativity and innovation are also nurtured at DPVN through various platforms, such as art, music, drama, and digital media programs. These activities inspire students to think outside the box, explore new ideas, and develop an inventive mindset that will benefit them in their future careers.

Creativity and innovation are also nurtured at DPVN through various platforms, such as art, music, drama, and digital media programs. These activities inspire students to think outside the box, explore new ideas, and develop an inventive mindset that will benefit them in their future careers.

DPVN believes in empowering students not just academically but also personally, ensuring they are confident, responsible, and capable individuals ready to tackle future challenges. By integrating these essential life skills into everyday learning, the school prepares students to thrive in an evolving global landscape.

Beyond Academics – Holistic Growth & Development

A truly world-class school experience is not just about academics—it is about creating well-rounded individuals. DPVN provides students with a multitude of opportunities to explore their talents, interests, and passions. The school firmly believes that extracurricular and co-curricular activities play a crucial role in shaping a child's overall personality, instilling discipline, and fostering teamwork, creativity, and self-confidence.

Students have access to a variety of sports and fitness programs, ensuring their physical well-being and competitive spirit are nurtured. With expert coaches and top-notch facilities for cricket, football, basketball, badminton, swimming, and athletics, DPVN provides an ideal platform for young sports enthusiasts to excel. Many students go on to participate in inter-school, state, and national-level sports competitions, further enhancing their potential.

Performing and visual arts hold a special place at DPVN, allowing students to express themselves through music, dance, theatre, and painting. Whether performing on stage or creating an artistic masterpiece, students develop their creative abilities while gaining the confidence to showcase their talents. In addition, various clubs and societies focus on literature, science, robotics, environmental awareness, and entrepreneurship, encouraging students to pursue their interests beyond the classroom. These platforms spark curiosity,



innovation, and intellectual engagement, helping students discover their passions and strengths.

DPVN also instills a sense of social responsibility and community engagement among its students. Through charity drives, environmental campaigns, and leadership initiatives, students learn the importance of giving back to society and making a positive impact on the world. This exposure not only fosters empathy but also helps them develop a strong moral compass, preparing them to be responsible global citizens.

Global Exposure & Industry Interaction

In today's interconnected world, education must go beyond textbooks and classrooms. DPVN provides its students with unparalleled exposure to real-world learning experiences, ensuring they develop a global perspective and industry-relevant skills.

One of the key highlights of DPVN's academic approach is its guest lectures by top university professors and industry experts. These interactions give students valuable insights into various career paths, technological advancements, and industry trends. Additionally, students have opportunities to visit research centers, innovation hubs, and global institutions, gaining firsthand knowledge of how different industries function.

International collaborations and exchange programs further enhance students' exposure to diverse cultures, ideas, and perspectives. DPVN actively encourages its students to participate in international competitions, workshops, and exchange programs, where they interact with peers from different parts of the world, broaden their horizons, and cultivate a global mindset. These experiences not only enhance academic learning but also develop adaptability, cross-cultural communication, and independent thinking—skills essential for success in higher education and professional careers.

By integrating these industry interactions and global learning experiences, DPVN ensures that its students graduate with a well-rounded education, equipped with the skills and





knowledge needed to seize opportunities both in India and abroad.

Personalized Learning Approach

DPVN adopts a personalized learning approach, ensuring that each child receives individual attention. Lessons are tailored to their strengths, weaknesses, and interests, boosting their confidence and making learning enjoyable.

Focus on Life Skills and Emotional Intelligence

Beyond academics, DPVN emphasizes life skills such as problem-solving, communication, collaboration, and emotional intelligence. Students learn to handle real-life situations, work in teams, and develop resilience.

Integration of Technology

With digital learning tools, interactive lessons, and hands-on projects, DPVN integrates technology seamlessly. AI-driven learning apps and virtual reality experiences make complex subjects easier to grasp, enhancing student engagement.

Balanced Curriculum with Extracurricular Activities

DPVN offers a balanced curriculum that encourages participation in sports, music, arts, and coding. Students develop holistically without the pressure of merely scoring high marks.

Stress-Free and Innovative Assessment System

Unlike traditional pressure-filled exams, DPVN follows an assessment system that values creativity, participation, and application of knowledge. This reduces stress and makes learning more meaningful.

Safe and Inclusive Environment

DPVN fosters a positive atmosphere where children feel safe to express themselves. Mental health is prioritized, with counselors and mentors available to guide students through challenges.

From a Student's Perspective

DPVN makes learning exciting and dynamic. Classes involve debates, group projects, hands-on experiments, and gamified learning. Students have







the freedom to explore interests such as robotics, creative writing, and entrepreneurship. Technology enhances learning through smartboards, AI tutors, and VR simulations. Practical application of knowledge is prioritized, and teachers act as supportive mentors.

A Vision for Excellence, A Mission to Transform

At DnyanPushpa Vidya Niketan, the mission is clear – to create an environment where students are inspired to dream big, work hard, and achieve their fullest potential. Every aspect of the school is carefully designed to foster curiosity, resilience, and a love for lifelong learning. With a team of over 130 dedicated faculty members, world-class infrastructure, and a progressive learning model, DPVN stands as a benchmark of excellence in school education.

New-age schools like DPVN are redefining education by making it more relevant, engaging, and student-centric. From a parent's perspective, it provides a well-rounded foundation for the future, ensuring children are prepared for life beyond school. From a student's perspective, it transforms learning into an exciting and meaningful journey.

For families seeking an education that nurtures creativity, emotional intelligence, and practical skills, DPVN is the way forward. DPVN don't just prepare children for exams—they prepare them for life.The school ensures that every student is given the resources, mentorship, and guidance needed to excel in higher education, build successful careers, and become leaders in their respective fields.

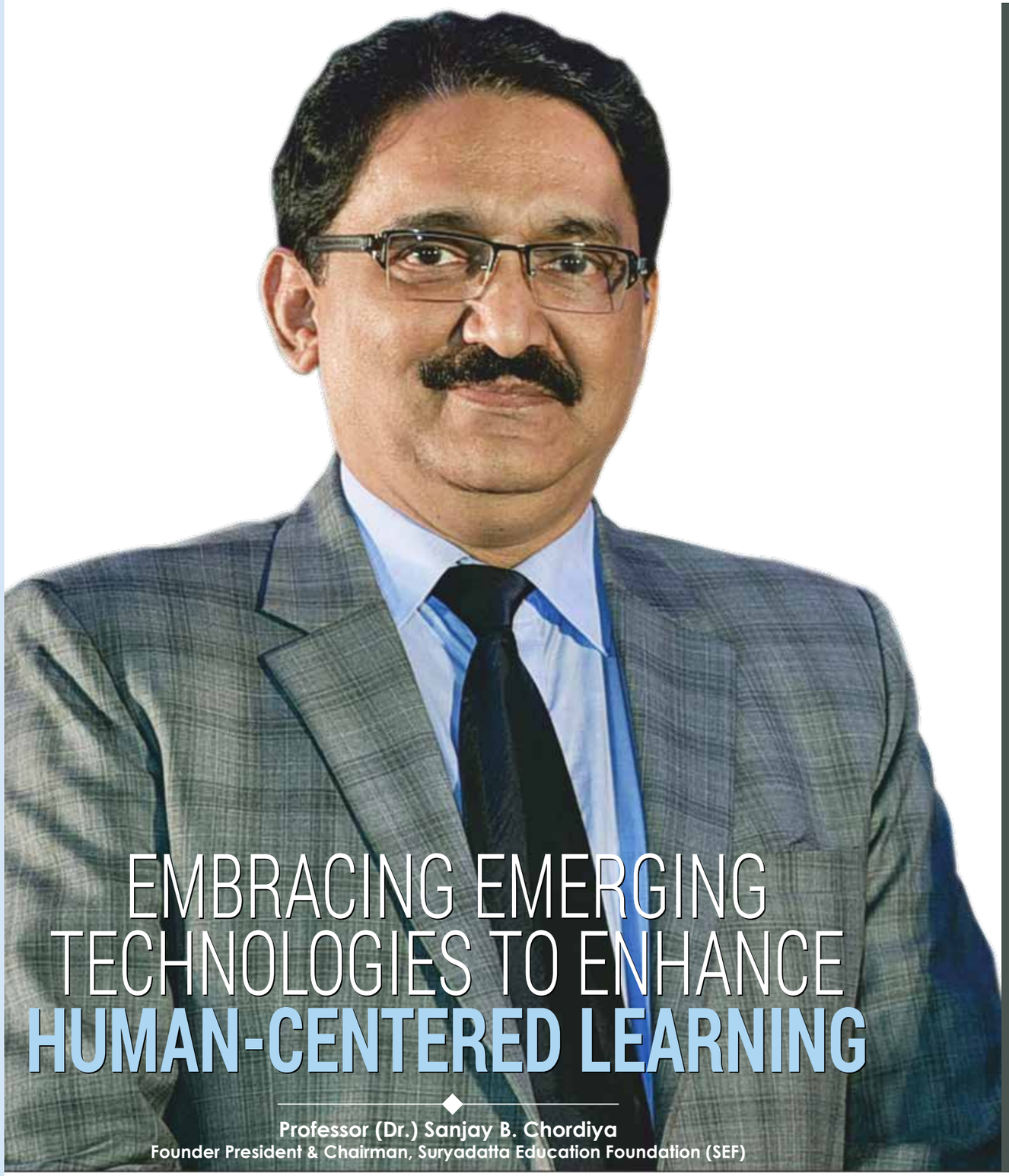
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Choosing the right school is one of the most important decisions for a parent. At DPVN, your child will not only receive a world-class education but also gain access to endless opportunities that shape a successful future.

If you're looking for a school that goes beyond academics, nurtures talent, and prepares your child for a future full of possibilities, then DnyanPushpa Vidya Niketan is the place to be. This is where success stories begin, and dreams take flight.

Give your child the DPVN advantage—where excellence is a tradition, success is a way of life, and where Dreams Take Flight. EP





EMBRACING EMERGING TECHNOLOGIES TO ENHANCE HUMAN-CENTERED LEARNING

Professor (Dr.) Sanjay B. Chordiya
Founder President & Chairman, Suryadatta Education Foundation (SEF)

In an era marked by digital disruption and global realignment in education, ***Professor (Dr.) Sanjay B. Chordiya,*** *Founder President & Chairman of Suryadatta Education Foundation (SEF), stands as a towering figure committed to reshaping India's academic landscape. In this interview with Education Post's Prabhav Anand, Dr. Chordiya reflects on his journey from the corporate corridors of Bajaj Tempo Ltd. to establishing one of India's most dynamic educational ecosystems—Suryadatta Group of Institutes.*

With a multidisciplinary framework spanning preschool to PhD, Dr. Chordiya emphasizes how Suryadatta integrates AI, industry collaboration, and global partnerships while holding tight to core values like ethical leadership, critical thinking, and sustainability. Drawing from experiences at institutions like Harvard, MIT, and Stanford, he underscores that India is not just catching up—but setting global benchmarks, particularly through the NEP 2020.

An environmentalist at heart, Dr. Chordiya explains how sustainability is woven into Suryadatta's pedagogy and campus culture. He also offers insights into how institutions must lead by example in ecological responsibility and innovation readiness.

What emerges is a vivid portrait of a leader determined to produce not just employable graduates—but globally competent, socially responsible changemakers.

SURYADATTA®
GROUP OF INSTITUTES

Q Suryadatta Education Foundation has grown into a globally recognized institution under your leadership. In an era where education is rapidly evolving with digital transformations, AI integration, and global collaborations, how do you ensure that Suryadatta remains at the forefront of innovation while preserving the foundational values of education?

Suryadatta Education Foundation was established in the year 1999 by a group of professionals having academic and global exposure. Today, Suryadatta Group of Institutes is a Multidisciplinary Inter-disciplinary Integrated Institution offering courses from Pre- School to PhD in various disciplines.

Education is a dynamic field, constantly reshaped by technological advancements, global connectivity, and evolving learner needs. While



digital transformation and AI integration present unparalleled opportunities, our institution remains committed to balancing innovation with the core values of education—critical thinking, ethical leadership, and lifelong learning.

To stay at the forefront, we embrace emerging technologies not as replacements but as tools to enhance human-centered learning. Our curriculum evolves with industry trends, incorporating AI-driven learning models while fostering creativity and emotional intelligence. Additionally, we prioritize global collaborations, ensuring our students and faculty engage in cross-cultural exchanges that broaden perspectives and inspire innovation.

At the same time, we at Suryadatta school preserve the foundational principles of education by upholding academic rigor, fostering inclusivity, and nurturing a strong sense of purpose among our students. By combining tradition with transformation, we create an environment where knowledge is not just acquired but applied meaningfully to shape a better future.

Q You have an extensive background in the corporate world, having served at a senior level in Bajaj Tempo Ltd. before transitioning into academia. How has your corporate experience shaped your vision for industry-academia collaboration, and what key initiatives ensure students are not just academically proficient but also industry-ready?

My corporate experience at Bajaj Tempo Ltd. (Now Force Motors Ltd) of over 20 years instilled in me a deep understanding of industry expectations, operational excellence, and the importance of innovation. Transitioning into academia, I saw a critical need to align educational frameworks with real-world demands, ensuring that students graduate not just with degrees but with the skills, adaptability, and mindset needed to excel in a competitive landscape.

To achieve this, I have championed industry-academia collaborations that go beyond traditional partnerships. Our institution actively engages



with industry leaders to co-create curriculum modules, offer hands-on industry projects, and provide mentorship programs that expose students to practical problem-solving. Additionally, we have introduced executive-led workshops, entrepreneurship incubation cells, and AI-driven learning tools to keep our students at the forefront of technological advancements.

Leadership, to me, is about empowering students to think critically, embrace change, and lead with purpose. By fostering a learning ecosystem that integrates corporate insights with academic excellence, we ensure that our graduates are not just industry-ready but future-ready—prepared to innovate, lead, and make a meaningful impact in their chosen fields.

Q You have engaged with world-renowned institutions like Harvard, MIT, and Stanford and visited universities across different countries. What are some best practices from foreign universities that you believe Indian institutions should adopt to enhance global competitiveness?

I have traveled to many countries as a delegate in various high-profile leadership programs and international Vice Chancellors' conferences focused on higher education and educational reforms organised by organisations such as Institute of Directors, EPSI, etc. Also, traveled across the globe as Chair of Institute Industry Interaction representing Global Chamber, headquartered in USA. These programs have included discussions with senior officials, educationists, and policy makers from various countries, fostering global collaboration and knowledge exchange. My interactions with globally renowned institutions like Harvard, MIT, and Stanford, along with visits to universities across various countries, have reinforced my belief that India's education system is now evolving rapidly and is largely aligned with global best practices.

Earlier, there were notable differences in areas such as interdisciplinary learning, research-driven education, and industry-academia collaboration. However, with the implementation of the National Education Policy (NEP) 2020, India has taken a transformative leap. The policy emphasizes flexible and multidisciplinary education, encourages experiential and



skill-based learning, and promotes global collaborations, bringing our institutions on par with the best in the world.

Indian universities are now fostering research-driven ecosystems, increasing international collaborations, and integrating technology and entrepreneurship-focused programs. Additionally, initiatives like Academic Bank of Credits (ABC), multiple entry-exit options, and digital education expansion ensure that students have the same level of flexibility and global exposure as their counterparts abroad.

Rather than adopting best practices from foreign institutions, India is now setting its own benchmarks. With the right execution of NEP 2020, our education system is poised to become a global leader, offering holistic, innovative, and industry-aligned education while preserving our unique strengths and cultural heritage.

Q Your Ph.D. in Environmental Science reflects a strong commitment to ecological sustainability. In what ways does Suryadatta incorporate sustainability into its curriculum and campus operations? How important is it for educational institutions to take the lead in shaping environmentally responsible future leaders?

My Ph.D. in Environmental Science has reinforced my belief that sustainability is not just a responsibility but an essential pillar of education. Institutions play a crucial role in shaping environmentally conscious leaders who can drive sustainable change across industries and communities.

I have been working towards sustainability since my school and college days, and have participated in many such events. Living by example, our institution has deeply embedded sustainability in both the curriculum and campus operations. Academically, we offer specialized courses and research opportunities in climate change, renewable energy, and sustainable development. Our interdisciplinary approach ensures that students across all disciplines understand the environmental implications of their fields and contribute to sustainable solutions. Our institution is a member of the UNGC Network India and organizes various events to promote and implement the Sustainable Development Goals (SDGs), such as awareness drives, sustainability workshops, community outreach programs, and student-led initiatives focused on environmental conservation, gender equality, and quality education.

Beyond academics, we have taken significant steps toward creating a green campus. We prioritize energy efficiency, waste management, water conservation, and afforestation initiatives. Solar energy adoption, rainwater harvesting, and plastic-free campus policies are some of the tangible measures we have implemented. Moreover, our students actively engage in community-based sustainability projects, reinforcing experiential learning and social responsibility.

Educational institutions must take the lead in sustainability, as they influence mindsets, drive innovation, and set industry benchmarks. By integrating sustainability into education, we ensure that future leaders are not only environmentally responsible but also equipped to develop solutions that balance progress with planetary well-being.

Q With the implementation of the National Education Policy (NEP) 2020, how do you see it reshaping higher education in India? Do you think Indian universities are prepared for a more multidisciplinary and





flexible learning approach, and what challenges do institutions face in adapting to these reforms?

The National Education Policy (NEP) 2020 is a transformative step that is reshaping higher education in India, aligning it with global standards while fostering innovation, inclusivity, and multidisciplinary learning. Unlike previous policies, NEP 2020 emphasizes flexibility, holistic education, and industry relevance, ensuring that students gain not just academic knowledge but also practical skills for the future.

Indian universities are increasingly prepared for this multidisciplinary and flexible approach. Institutions having the required infrastructure available have already begun restructuring their curricula to incorporate multiple entry-exit options, credit-based learning, and interdisciplinary programs. Other Institutions especially in Tier 2 & 3 cities might take time to implement the policy. Also, implementation depends on the leadership team as well. The integration of technology, research-driven education, and experiential learning is gaining momentum, equipping students with both technical expertise and real-world problem-solving abilities.

However, there are challenges in adapting to these reforms. Transitioning from rigid subject boundaries to multidisciplinary learning requires curriculum redesign, faculty training, and infrastructural investments. Additionally, assessment methods need to evolve to measure competency-based learning rather than rote memorization. Also need to ensure that institutions across urban and rural areas have equal access to resources, digital infrastructure, and skilled faculty to implement these reforms effectively.

Despite these hurdles, the long-term impact of NEP 2020 will be profound. As institutions embrace flexibility, global collaborations, and research-driven education, India's higher education system will not only cater to national aspirations but also emerge as a global hub for knowledge and innovation.

SGI has embraced the four pillars of NEP—Access, Equity, Quality, and Accountability—since its inception. The institution is committed to ensuring that every student receives quality education irrespective of their socio-cultural background.



There is an increasing push to attract international students to India and make the country a global education hub. What are the key gaps that need to be addressed for Indian institutions to compete with top global universities? Does Suryadatta have plans to expand its international outreach?

India has immense potential to become a global education hub, and the increasing push to attract international students is a step in the right direction. With its rich academic heritage, diverse learning ecosystem, and growing focus on research and innovation, Indian higher education is well-positioned to compete globally.

However, there are a few key gaps that need to be addressed. First, global visibility and branding of Indian institutions must be enhanced through strategic international collaborations, joint research programs, and faculty exchanges. Second, infrastructure and student support services must align with global standards, including modern campus facilities, world-class research centers, and a strong ecosystem for student well-being. Additionally, regulatory processes for international admissions, credit transfers, and dual-degree programs need to be streamlined for smoother integration with global education systems.

Also, Indian Knowledge system (IKS) represents a vast reservoir of wisdom developed over thousands of years. Rooted in deep observation, critical inquiry, and holistic understanding, IKS offers timeless insights that are increasingly relevant in today's interconnected world. To spread this rich heritage globally, educational institutions, research bodies, and cultural ambassadors must collaborate to integrate IKS into mainstream discourse—through academic programs, international partnerships, digital platforms, and cross-cultural exchanges. Promoting the Indian Knowledge System globally is not just about cultural pride—it is about sharing valuable perspectives that can inspire innovation, harmony, and sustainability worldwide.

Suryadatta is at the forefront for propagating & supporting IKS,

enriching spiritual values, and providing global exposure.

Suryadatta Group of institutes is committed to expanding its international outreach. We have collaborations with foreign universities in UK, Singapore, Malaysia, Thailand, Russia, South Korea, etc for student / faculty exchange programs, globally recognized certification courses, and Immersion programs to enhance our global footprint. Furthermore, we are actively working on strengthening our research partnerships and offering specialized programs that cater to international students.

With India's focus on education reforms and global partnerships, I believe Indian institutions will soon emerge as preferred destinations for students worldwide, combining academic excellence with a unique cultural and intellectual experience.

Q With the rise of AI, automation, and digital learning platforms, traditional teaching methodologies are being redefined. Do you see AI as an enabler or a disruptor in education? How is Suryadatta leveraging emerging technologies to enhance learning experiences for students?

AI, automation, and digital learning platforms are undeniably reshaping education, but rather than being a disruptor, I see AI as a powerful enabler. When used effectively, AI has the potential to personalize learning, enhance accessibility, and bridge knowledge gaps, making education more inclusive and effective. A number of new products can be developed using AI, which can be useful across various sectors. AI offers institutions and corporations an opportunity to develop such products and make them accessible in developing countries.

At our institution, we are actively leveraging emerging technologies to transform learning experiences. We have also integrated virtual labs, AI Labs, and immersive learning tools such as AR/VR, Innovation tools to make education more interactive and experiential.

Our faculty members are being trained in blended teaching methodologies, combining traditional pedagogies with technology-driven tools to enhance engagement and critical thinking.

While AI can never replace the role of educators, it serves as an invaluable tool to augment teaching methodologies, making learning more efficient, data-driven, and future-ready. By embracing AI strategically, we ensure that students are not just passive consumers of knowledge but active participants in a technology-driven world.

Q Many top universities worldwide emphasize entrepreneurship as part of their core curriculum. How does Suryadatta foster an entrepreneurial mindset among students? Do you believe Indian institutions should place more emphasis on startup incubation and venture creation as part of their education system?

Entrepreneurship is no longer an optional skill—it is a critical mindset that drives innovation, economic growth, and problem-solving. Leading universities worldwide have integrated entrepreneurship into their core curriculum, and Indian institutions must follow suit by creating an ecosystem that nurtures creativity, risk-taking, and enterprise development.

At our institution, we actively foster an entrepreneurial mindset among students through a multi-faceted approach. We have established startup incubation centers, innovation labs, and industry mentorship programs that provide students with the necessary resources, funding opportunities, and expert guidance to transform their ideas into successful ventures. Additionally, our curriculum incorporates entrepreneurship courses, design thinking workshops, and live case studies to ensure that students not only learn business fundamentals but also gain hands-on experience. Our Suryadatta



National School provides Multiple Intelligence Observations and Multiple Skill development games to create awareness about the potential, capacity, interest of every child and create opportunities for them to reach to their level of competency. Thereby enabling & enhancing overall academic performance of the students.

Indian institutions must place greater emphasis on startup incubation and venture creation. With initiatives like Startup India, Atal Innovation Mission, and NEP 2020's focus on experiential learning, we are moving in the right direction. The goal is not just to create job seekers but to empower students to become job creators, driving India's global leadership in innovation and entrepreneurship.

Q In a world increasingly driven by competition and material success, how do you ensure that students graduating from Suryadatta not only excel professionally but also uphold ethical values, social responsibility, and leadership with integrity?

In today's fast-paced, competitive world, success cannot be measured solely by material achievements; it must be accompanied by ethical leadership, social responsibility, and integrity. At our institution, we strongly believe that education should shape not just skilled professionals but also principled individuals who contribute positively to society.

To instil these values, we have integrated ethics, leadership, and social responsibility into our academic curriculum. Our students engage in real-world case studies, leadership development programs, and industry ethics discussions to help them navigate complex professional challenges with integrity.

Beyond academics, we encourage community engagement through social initiatives, volunteer programs, and corporate social responsibility (CSR) projects. Students actively participate in environmental sustainability drives, rural development programs, and social entrepreneurship ventures, ensuring they develop a deep sense of responsibility towards society.

As part of our efforts to nurture well-rounded individuals, we regularly invite esteemed figures who have made significant contributions in various fields of public service. These guests are honored for their dedication and achievements, and they share their journeys and insights with our students, offering valuable lessons and

inspiration. Additionally, we organize a range of patriotic programs throughout the year, aimed at fostering a deep sense of national pride and reinforcing core moral values among the student community.

Additionally, mentorship and value-driven leadership programs play a crucial role in shaping our graduates. By connecting students with experienced professionals, thought leaders, and alumni who exemplify ethical leadership, we create role models who inspire them to lead with honesty, fairness, and empathy.

Ultimately, we aim to cultivate leaders who not only excel in their careers but also drive positive change in their organizations and communities. Success, when rooted in ethical values and social consciousness, leads to a more sustainable, inclusive, and impactful future.

Q Your journey from the corporate world to founding one of India's leading education groups is truly inspiring. What were the biggest challenges you faced in this transition, and what advice would you give to aspiring education entrepreneurs who wish to create a meaningful impact in this sector?

Transitioning from the corporate world to the education sector was a journey with both challenges and profound learning experiences. But all the Challenges have to be taken as an opportunity to learn and strike more powerfully. Challenges help us to think and expend our overall capacity and keep the mind active. The corporate mindset focuses on efficiency, scalability, and bottom-line growth, whereas education requires a long-term vision, deep commitment, and a people-centric approach.

One of the challenges was bridging the gap between academic learning and industry expectations. There was a pressing need for an education model that nurtures practical skills, innovation, and leadership, rather than just theoretical knowledge. Creating an institution that aligned with these principles meant challenging few conventional methods, introducing industry partnerships, and developing a culture of experiential learning. Taking Challenges in the right spirit, a new institution was launched every year since the inception of Suryadatta in 1999.

Also, building a world-class education ecosystem in India requires strong faculty base, implementation of global best practices, and ensuring access to cutting-edge infrastructure and technology required persistence and a clear vision. All the hurdles were navigated successfully with strategic planning and adaptability.

For aspiring education entrepreneurs, my advice is simple:

1. **Choose your path wisely:**

a) **For those in the education sector:** Network with experienced educators. Shadow industry leaders to gain insights. Strategically plan your goals for the next five years before launching your venture.

b) **For those in the corporate sector:** Begin your journey by collaborating with educational institutions—conduct guest lectures, assist in lecture preparation, and create knowledge-sharing content. Deeply understand the workings of the education system.

2. **Have a clear purpose** – There should be absolute knowledge of education system. Education is not just a business; it's a mission to create impact. A well-defined vision will help you navigate challenges.
3. **Prioritize quality over expansion** – Focus on building a strong foundation in academics, faculty development, and research before scaling.
4. **Integrate innovation** – The future of education is dynamic. Embrace AI, digital learning, entrepreneurship, other emerging technologies, and multidisciplinary approaches to stay ahead.
5. **Foster industry-academia collaboration** – Strong partnerships with corporations and global institutions enhance learning and career opportunities for students.
6. **Lead with passion and patience** – Success in education takes time, but the rewards—seeing students thrive and contribute to society—are unparalleled.
7. **Live your values:** Let ethics, moral values, integrity, transparency, and hard work be the core strengths (USPs) of your journey

This journey has been incredibly fulfilling, and I believe that with the right vision, dedication, and adaptability, education entrepreneurs can reshape the future of learning in India and beyond. EP

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Anish Srikrishna
CEO, TimesPro

EXECUTIVE EDUCATION

BUILDING ETHICAL, AGILE, AND FUTURE-READY LEADERS

In today's fast-evolving business landscape shaped by digital acceleration and workplace transformation, executive education has emerged as a cornerstone of strategic foresight and continuous reinvention. **Anish Srikrishna**, CEO of TimesPro, shares his insights with **Prabhav Anand** of Education Post on how executive learning is shaping future-ready leaders. From AI-driven personalisation to strategic partnerships with IIMs and IITs, Anish discusses how TimesPro's innovative approach is setting new standards in leadership development.

Q Executive education is more relevant than ever. How do you define its role in shaping future-ready leaders?

Executive education is fundamental to developing leaders who think strategically, make sound decisions, and stay ahead of industry trends. It goes beyond technical expertise—enhancing communication, empathy, and collaboration, all essential for modern leadership.
With flexible formats like online and hybrid learning, professionals can upskill continuously without pausing their careers. Today's curricula also include themes like sustainability and ethical leadership, preparing leaders to navigate challenges with integrity and agility.

Q What critical skills must leaders develop today, and how does executive education support this need?

In an era dominated by AI, data, and digital transformation, executive education must be just as dynamic. At TimesPro, we personalise learning using AI and analytics to align with individual goals and leadership gaps. We focus on skills like strategic agility, digital transformation, and adaptive leadership—equipping leaders to manage complexity and drive innovation.

Q How does TimesPro balance standardized programs with customised corporate learning?

We follow a dual approach. Standardised leadership programs build strategic thinking, while our bespoke corporate solutions address specific organisational challenges. By blending core leadership frameworks with contextual insights, we ensure executives gain both foundational knowledge and sector-specific expertise that drives measurable impact.

Q Measuring the long-term value of executive education is a known challenge. What metrics does TimesPro use to gauge effectiveness?

We use a combination of learner feedback, pre- and post-program assessments, and qualitative insights from surveys and interviews. We also track career growth, alumni engagement, and mentorship outcomes. These metrics provide a clear picture of how our programs support long-term professional and organisational success.

Q How is TimesPro using technology like AI and VR to enhance executive education?

We integrate AI, machine learning, blockchain, and data science to deliver immersive and highly personalised learning experiences. These technologies help professionals develop digital fluency and practical skills, preparing them to meet evolving workplace demands with confidence.

Q How does TimesPro ensure its programs remain aligned with industry needs?

We collaborate closely with premier institutions like the IIMs and IITs, as well as leading industry partners. This ensures academic rigor and real-time industry relevance. By co-creating programs, we maintain a forward-looking curriculum that prepares leaders to address emerging business challenges effectively.

Q Looking ahead, how do you see executive education evolving over the next decade?

Executive education will become increasingly personalised, immersive, and data-driven. As uncertainty becomes a constant, leaders will need to build resilience, foster innovation, and lead through ambiguity. Lifelong learning, tech literacy, and a culture of adaptability will be essential to staying competitive in the future. EP

THE GOAL ISN'T TO TEACH CHILDREN WHAT TO THINK, BUT HOW TO THINK



Husien Dohadwalla
CEO, Crimson Education Management Services

What if schools were designed not to produce perfect exam scores, but to nurture curiosity, resilience, and ethical thinkers ready for an unpredictable world? In an era where traditional education models are rapidly losing relevance, **Husien Dohadwalla**, CEO of Crimson Education Management Services, argues it's time for a fundamental shift in how we define and deliver learning. In conversation with Education Post's **Prabhav Anand**, he shares why inquiry must replace rote learning, why teachers must become mentors and facilitators, and why psychological safety and student voice matter more than flashy infrastructure. This conversation outlines a bold vision for reimagining school education in India.

Q What, in your view, are the most critical flaws in how traditional schools approach learning, and how should the system be redesigned to nurture curiosity and lifelong learning from an early age?

Traditional schooling often emphasizes standardization and rote memorization over true understanding. It's more about compliance than curiosity—and that's a core problem. When students are taught to memorize rather than explore, creativity and critical thinking suffer. To cultivate lifelong learners, we need to flip the model: learning should be inquiry-driven, relevant, and engaging. Classrooms must encourage dialogue, experimentation, and even failure. The aim isn't to teach children what to think, but how to think.

Q There's increasing pressure on schools to prepare students for an unpredictable future. How can education systems meaningfully integrate skills like adaptability, resilience, and ethical reasoning without compromising academic depth?

It's not about replacing academics with life skills—it's about weaving them together. These competencies should be embedded within academic content. When students engage in interdisciplinary projects, tackle real-world problems, or explore ethical dilemmas through literature and history, they naturally develop adaptability and moral reasoning. At Crimson Schools, we design learning experiences that build resilience—through collaboration, leadership roles, and treating failure as a learning opportunity. The future demands not just knowledge, but character—and schools must meet that challenge head-on.

Q As someone deeply embedded in school leadership, how do you define the ideal role of a teacher today, and what kind of mindset and training do educators now need to stay relevant?

Today's teacher is much more than a content expert. They're a mentor, coach, facilitator—and often, a co-learner. The ideal educator embraces change, reflects deeply, and stays attuned to students' evolving needs. Staying relevant now requires both technological fluency and emotional intelligence. At Crimson, we invest in continuous professional development focused not just on pedagogy, but on cultivating a growth mindset—encouraging educators to be curious, collaborative, and adaptable.

Q The shift toward competency-based education is gaining traction globally. How realistic is its implementation in the Indian context, and what are the biggest hurdles to making this transition sustainable?

It's absolutely realistic—but it requires bold cultural and systemic changes. The biggest barrier is our overemphasis on marks and exam results. Competency-based education values mastery over coverage, and depth over speed. That shift calls for new assessment frameworks and support systems for differentiated instruction. Encouragingly, the NEP has laid a solid foundation, and early adopters in India are already proving this transition is not only feasible—it's essential.

Q School infrastructure is often discussed in terms of buildings and technology. But what, in your opinion, truly defines an enabling learning environment beyond physical spaces?

A truly enabling environment is one where students feel psychologically safe, intellectually stimulated, and emotionally supported. Fancy infrastructure means little if students don't feel seen or heard. At Crimson Schools, we go beyond smart classrooms—we create green, open spaces, outdoor learning zones, and age-specific play areas that nurture physical and cognitive development. Our *Assemble* Builder Lab, for example, encourages hands-on learning through play and problem-solving. But most importantly, we invest in a strong school culture grounded in trust, respect, and emotional well-being—because real learning thrives when students feel safe, valued, and inspired.

Q Equity and accessibility remain elusive in education reform conversations. How can private and public players collaborate to bridge opportunity gaps without compromising quality?

This is one of our most urgent challenges. Collaboration doesn't mean lowering standards—it means aligning strengths. Private schools offer innovation and agility; public systems offer scale and reach. Together, we can co-create solutions—whether it's through joint teacher training, shared digital resources, or open-source content. EP



TRANSFORMING STUDENT RECRUITMENT INTO A SEAMLESS AND TRANSPARENT GLOBAL EXPERIENCE

Ravin Sandhu
Executive Director, Adventus

In an age where global education is increasingly shaped by digital innovation, Adventus.io has emerged as a driving force in redefining international student recruitment. Founded in 2018, the platform has swiftly gained prominence through its AI-powered matching, ethical practices, and a robust commitment to quality and transparency.

*In this insightful conversation, Education Post's **Prabhav Anand** engages with **Ravin Sandhu**, Executive Director at Adventus, to explore the company's cutting-edge strategies – from integrating tools like Turnitin for academic integrity to scaling operations across Southeast Asia. Sandhu also shares how Adventus is leveraging its $22.7M Series A funding to fuel expansion while staying true to its mission of transforming global education.*

Adventus.io

Q Adventus.io operates in the competitive edtech landscape of international student recruitment. What specific strategies has Adventus.io implemented to distinguish itself from other platforms, and how do these strategies align with the company's long-term vision?

Founded in 2018, Adventus.io has revolutionised the industry by prioritising quality, operational excellence, and cutting-edge technology. The platform empowers institutions to attract high-calibre students while giving recruitment partners the tools, insights, and incentives to maximise their success.

Adventus.io stands out in the competitive edtech landscape by leveraging advanced AI technology to connect students with global educational opportunities. Its platform streamlines recruitment for institutions and offers personalised support for students, ensuring efficient, data-driven decisions. This approach aligns with Adventus.io's long-term vision of transforming international student recruitment into a seamless, transparent process, enhancing accessibility and outcomes for both students and educational institutions worldwide.

Q Ensuring the right fit between students and institutions is crucial. Could you elaborate on the mechanisms Adventus.io employs to assess and guarantee the quality and suitability of student applications for partner universities?

Adventus.io employs a multi-faceted, data-driven approach to ensure the best fit between students and partner universities, focusing on academic and personal alignment. The platform utilizes advanced AI algorithms that analyse a student's academic background, test scores, career aspirations, and personal preferences, such as location and campus culture, to recommend institutions where they are most likely to thrive.

Beyond automated matching, Adventus.io's team of experienced advisors works closely with each student, offering personalized consultation to better understand their goals, strengths, and interests. This human touch ensures that the AI-driven recommendations are tailored to each student's unique circumstances. Furthermore, the platform maintains strong relationships with partner universities, allowing it to accurately assess the institution's requirements and expectations, ensuring that students meet academic and other criteria for successful admission.

Q Adventus.io has integrated with platforms like Turnitin to enhance application integrity. How do such technological partnerships contribute to maintaining academic standards, and what challenges have you faced in implementing these integrations?

Adventus.io's integration with platforms like Turnitin strengthens application integrity by ensuring that student submissions are original and meet academic standards. This partnership helps identify potential plagiarism, fostering transparency and maintaining trust with partner universities. It also supports a fair recruitment process by upholding academic honesty.

However, implementing such integrations comes with challenges, including ensuring seamless compatibility between platforms, managing data privacy concerns, and addressing varying technological capabilities across institutions. Overcoming these challenges requires ongoing collaboration, continuous system updates, and robust security measures to ensure a smooth and secure process for all stakeholders.

Q The recent expansion in Southeast Asia has been significant, with a 300% team growth in the Philippines and 50% in Vietnam. What were the primary challenges encountered during this rapid expansion, and how did Adventus.io address them to ensure sustainable growth?

Adventus.io's rapid expansion in Southeast Asia, with a 300% team growth in the Philippines and 50% in Vietnam, presented several challenges, including scaling operations, managing talent acquisition, and maintaining a consistent company culture. A primary challenge was recruiting skilled professionals quickly to meet the growing demand for services while ensuring quality. To address this, Adventus.io implemented targeted recruitment strategies, focusing on local talent and offering robust training programs to ensure alignment with company goals. Additionally, the company invested in advanced technology and infrastructure to streamline operations and maintain efficiency across regions. By prioritizing strong internal communication and fostering a collaborative environment, Adventus.io successfully navigated these challenges, ensuring sustainable growth while maintaining high standards of service.

Q With the successful closure of a $22.7 million Series A funding round, how does Adventus.io plan to allocate these funds to balance aggressive expansion with financial sustainability? Are there specific areas of investment that take precedence?

Following the successful $22.7 million Series A funding round, Adventus.io plans to allocate funds strategically to balance aggressive expansion with financial sustainability. A significant portion will be invested in scaling operations, particularly in Southeast Asia and other emerging markets, to capitalize on the growing demand for international student recruitment. The company will also prioritize enhancing its technology infrastructure, with a focus on AI-driven tools to improve student-institution matching and streamline recruitment processes. Additionally, a portion of the funds will go toward talent acquisition, ensuring the company has the right expertise to support rapid growth. By focusing on technology, talent, and market expansion, Adventus.io aims to ensure long-term financial sustainability while driving global growth.

Q Adventus.io emphasizes the use of data to drive performance. Can you provide insights into how data analytics influence strategic decisions within the company, and what measures are in place to ensure data privacy and security for users?

Adventus.io leverages data analytics to drive strategic decisions by utilizing insights to optimize student-institution matching, improve recruitment processes, and identify emerging market trends. By analyzing student preferences, academic performance, and application success rates, the company fine-tunes its offerings and enhances its platform's effectiveness. Data also supports decision-making on market expansion and operational efficiencies. To ensure data privacy and security, Adventus.io follows strict compliance with global regulations, including GDPR, and employs robust encryption technologies to protect user information. Regular security audits and access controls are in place to safeguard against breaches, ensuring users' data remains confidential and secure throughout their interaction with the platform.

Q The international student recruitment industry has faced criticism regarding ethical practices. How does Adventus.io navigate these ethical considerations, and what policies are in place to prevent potential conflicts of interest or exploitation?

Adventus.io prioritizes ethical practices in international student recruitment by maintaining transparency, integrity, and fairness throughout its processes. The company ensures that its platform offers unbiased recommendations, matching students to institutions based solely on their qualifications and preferences rather than any financial incentives. To prevent conflicts of interest, Adventus.io implements strict policies that prohibit any form of bribery or undue influence in the recruitment process. The company also works closely with partner universities to uphold ethical standards and provide students with accurate, comprehensive information. Additionally, Adventus.io provides clear, transparent communication with students, ensuring they understand the full range of options available, thus fostering a fair and equitable recruitment experience for all stakeholders.

Q Global events, such as the COVID-19 pandemic, have disrupted international education. How has Adventus.io adapted its operations and strategies in response to such unforeseen challenges, and what lessons have been learned to enhance resilience?

In response to global disruptions like the COVID-19 pandemic, Adventus.io swiftly adapted by enhancing its digital infrastructure, enabling remote consultations and virtual recruitment processes. The company leveraged technology to continue connecting students with institutions through online platforms, ensuring that international education remained accessible despite travel restrictions. Adventus.io also focused on providing timely, accurate information about changing visa regulations, program offerings, and health and safety measures. Lessons learned include the importance of flexibility and agility in operations, as well as the need for stronger digital tools to support a seamless, remote recruitment experience. These insights have enhanced the company's resilience, enabling it to better navigate future challenges in the evolving international education landscape.

Q In promoting international education, how does Adventus.io ensure that diversity and inclusion are at the forefront of its recruitment processes? Are there specific programs or partnerships aimed at supporting underrepresented student populations?

Adventus.io prioritizes diversity and inclusion by ensuring its recruitment processes are accessible and equitable for students from all backgrounds. The platform's AI-driven matching system considers diverse student profiles, including those from underrepresented groups, to connect them with institutions that value inclusivity. Adventus.io partners with universities that have strong diversity and inclusion policies, ensuring a welcoming environment for international students.

The company also runs programs that support underrepresented populations, such as scholarships for marginalized communities and outreach efforts to increase access to higher education. By focusing on equitable opportunities, Adventus.io helps promote a diverse and inclusive global student community, fostering a more representative international education experience for all.

Q Looking ahead, what innovations or developments can we expect from Adventus.io in the next five years? How does the company plan to stay ahead of emerging trends and technologies in the Ed-tech sector to continue providing value to students and institutions?

In the next five years, Adventus.io plans to enhance its platform with advanced AI and machine learning capabilities to further personalize the student recruitment process. This includes integrating more predictive analytics to better match students with institutions based on evolving trends and career outcomes. The company is also exploring virtual reality (VR) and augmented reality (AR) tools for virtual campus tours and immersive student experiences. To stay ahead of emerging trends, Adventus.io will continue investing in cutting-edge technologies and expand its global partnerships with universities. By fostering innovation and staying agile, Adventus.io aims to provide greater value to both students and institutions, ensuring a seamless, data-driven, and future-focused recruitment experience. EP

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QUALITY EDUCATION MUST BE A RIGHT, NOT A PRIVILEGE DEFINED BY GEOGRAPHY



Brinda Poornapragna
CEO, eVidyaloka

*In a remote Himalayan classroom, surrounded by mountains and eager young faces, **Brinda Poornapragna** had a realization that would change the course of her career. After years of leading global roles in finance and tech, she chose to step into the world of rural education—and never looked back. Today, as the CEO of eVidyaloka, she's championing a bold vision: to make quality education a fundamental right, not a privilege of geography.*

*In this insightful conversation with Education Post's **Prabhav Anand**, Poornapragna talks about scaling digital classrooms, introducing AI in 400 rural schools, managing a global network of 70,000 volunteers, and building lasting corporate collaborations. Her story is a testament to how innovation, empathy, and purpose can converge to shape the educational future of a truly inclusive Bharat.*

Q Your transition from leading roles in global financial and tech firms to heading eVidyaloka marks a striking career shift. What were the key realizations from your Himalayan teaching experience that convinced you to commit fully to rural education?

During my experience teaching in remote Himalayan schools, I met children eager to learn, yet held back by limited access to quality learning experiences and educational support. That moment made it clear—quality education must be a right, not a privilege defined by geography.

What drew me to eVidyaloka was its unique convergence of technology, volunteerism, and community. I saw a scalable, impactful model—one that could bridge the urban-rural divide. My years in the corporate taught me how to build systems and scale impact. Now, those same principles are at work, but toward a deeply purpose-driven mission. Every milestone here reaffirmed that education is the most powerful way to enable change.

Q eVidyaloka's model leverages technology and volunteerism to address teacher shortages in rural areas. What are the biggest operational and infrastructural challenges you've encountered in implementing this model at scale, and how have you tackled them?

Scaling in rural India means navigating infrastructure gaps, digital illiteracy, and community readiness. We've tackled this by creating a strong on-ground ecosystem—partnering with local NGOs and government to set up digital classrooms, internet access, and essential hardware.

Equally important is quality. With volunteers teaching from across the globe, we've built robust training, structured lesson plans, and real-time monitoring systems to ensure consistency. Multilingual content ensures students learn in their mother tongue, enhancing effectiveness. Ultimately, it's about blending innovation with local relevance.

Q With eVidyaloka reaching 3.9 crore views through TTT and 950 schools via digital classrooms, how do you measure the long-term learning outcomes and real educational impact of these initiatives on rural students?

At eVidyaloka, we meticulously evaluate outcomes through a harmonious blend of quantitative and qualitative indicators, supporting and focussing that the children complete Grade 10. Quantitatively, we track attendance to ensure consistent participation and monitor academic progress through standardized tests and grades to gauge knowledge acquisition. Qualitatively, we delve into student engagement through feedback forms, personal reflections, and classroom observations, capturing the depth of their learning experience and the nuances of their growth. Recognizing that 50% of our students are first-time learners in their families, we prioritize continuous support and empowerment for both boys and girls, fostering a love for learning and equipping them with the skills they need to succeed. Community involvement is a cornerstone of our success, with local partners and volunteers working closely with families to ensure that no child is left behind, creating a supportive ecosystem that encourages long-term learning and transformation.

Our digital classroom model enables real-time tracking of student participation and learning outcomes, while the Teach Through Television (TTT) initiative offers viewership insights and community feedback. We conduct periodic assessments to measure comprehension and retention. Beyond academics, we focus on shifts in confidence, aspirations, and problem-solving ability—qualities that signal deeper learning. Many students progressing to higher education or first-generation careers is a strong testament to the program's lasting impact.

We also actively engage parents and local educators to understand on-ground realities. Their feedback helps us refine our approach, ensuring that we're not only delivering lessons, but truly shaping futures.

Q The introduction of AI training in 400 schools under the BRAIN program is a pioneering step. How do you ensure rural students, who often lack digital exposure, can grasp and apply these advanced concepts effectively?

AI Adaption can seem complex, especially in rural contexts where digital exposure itself is limited. Under

the BRAIN program, our focus has been on making AI accessible and relatable. We introduce concepts through everyday examples followed by real-life applications so students can connect theory with real life.

The curriculum is hands-on and delivered in local languages, supported by visuals, interactive tools, and guided exercises. Corporate partnerships bring industry mentors into classrooms, offering both guidance and inspiration. We also ensure digital readiness by equipping schools with essential infrastructure and training local facilitators. Ultimately, it's about nurturing curiosity and building confidence—preparing students not just to understand AI, but to envision a future shaped by it.

Q With over 70,000 volunteers across 40+ countries, eVidyaloka's success depends heavily on a distributed workforce. What strategies have you implemented to maintain engagement, training, and quality control among such a diverse group of volunteers?

At eVidyaloka, our volunteers are the very heart and soul of our mission. Sustaining their unwavering commitment across diverse geographies demands a structured yet empathetic approach. We lay a solid foundation with a robust onboarding process; every volunteer undergoes orientation to grasp the intricacies of rural education, our innovative digital model, and effective virtual teaching practices. This initial grounding ensures a consistent and high-quality educational experience for our students.

We foster a vibrant sense of community through regular check-ins, virtual forums, upskilling webinars, and peer mentoring. Recognizing and celebrating contributions—whether through milestones or spotlight features—keeps motivation soaring. Technology is our ally; our Learning Management System (LMS) provides seamless access to lesson plans, resources, and performance tracking, making teaching both efficient and impactful. We complement this with continuous support, feedback loops, and troubleshooting assistance.

Ultimately, our goal is to create a purpose-driven environment. When volunteers feel deeply connected to the tangible impact they're making, our model becomes not just sustainable—but profoundly rewarding.

Q Leading corporate partners like Microsoft, Infosys, and L&T have backed eVidyaloka's mission. What role do corporate collaborations play in sustaining and expanding your initiatives, and what more can be done to attract industry participation in rural education?

Corporate partnerships have been instrumental in scaling and sustaining eVidyaloka's mission. Support from organizations like Microsoft, Infosys, L&T, and HP extends far beyond funding—they bring in cutting-edge technology, invaluable expertise, and a shared commitment to creating meaningful social impact.

These collaborations significantly enhance our programs in tangible ways. For example, through the BRAIN initiative, corporate mentors bring the subjects and topics we teach to life for rural students, making advanced concepts more accessible and engaging. Employee volunteering also plays a crucial role in bridging the educator gap, providing additional support and resources to our students.

To attract broader industry participation, we highlight the dual value of these partnerships—contributing to social equity while nurturing future talent. Opportunities range from adopting schools and supporting infrastructure to offering mentorship and career-readiness programs.

As CSR evolves, deeper cross-sector partnerships can drive long-term, sustainable change. We see corporate India as a vital force in shaping an inclusive, digitally empowered Bharat—and we're only just beginning to explore the full potential of what we can achieve together.

Q Given India's push toward self-reliance and digital empowerment, what is your long-term vision for eVidyaloka in shaping "New Bharat's" educational landscape? Are there upcoming innovations or initiatives you're particularly excited about?

Our vision is to democratize quality education across rural India—leveraging digital innovation, partnerships, and community-led models. We're expanding into new geographies, scaling AI and skill-building programs, and strengthening localized ownership of learning.

We see eVidyaloka as more than a platform—it's a movement. One that empowers rural India to learn, aspire, and lead in the digital future. Our aim is to shape an inclusive education system that builds a truly self-reliant New Bharat. EP

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INCLUSION ISN'T SOMETHING WE ADD ON

IT'S WHERE LEARNING BEGINS



Shireen Sultana
Senior Vice President – Marketing, KLAY Preschool and Daycare

What does it truly take to nurture young minds in a world that's constantly changing? As families adapt to hybrid work models, screen time debates, and evolving parenting expectations, the early childhood education sector is undergoing a quiet but powerful transformation. In this exclusive interview **Shireen Sultana,** Senior Vice President – Marketing at KLAY Preschool and Daycare, offers a deep dive into how one of India's leading preschool chains is reimagining early learning with empathy, innovation, and intention with Education Post's **Prabhav Anand**.

Sultana sheds light on the post-pandemic shift toward hybrid learning—not as a digital substitute, but as a continuity tool that enhances hands-on, joyful learning at home and school. She elaborates on KLAY's proprietary CLAPP app, which strengthens the school-home connection through real-time updates, milestone tracking, and parenting resources.

She discusses how KLAY has adapted to the new parenting rhythms shaped by remote work, offering flexible schedules, staggered start times, and even hourly drop-ins—without compromising on emotional connection and quality care. According to her, today's parents seek more than a childcare provider; they seek an involved partner who notices the "little things" and celebrates every milestone.

The conversation also delves into how KLAY prioritizes physical, emotional, and digital safety with a 360-degree approach—ranging from NEBOSH-certified protocols and CDC-aligned sanitization practices to empathetic caregiving anchored in their "3C Model": Connect, Comfort, Communicate.

When it comes to pedagogy, Sultana passionately advocates for rhythm over rigidity. She explains how KLAY balances structured learning with play-based development through global pedagogies like Reggio Emilia and Multiple Intelligences, making every learning moment rich with purpose and play.

Inclusivity is another pillar of the KLAY philosophy. Through the Learning Advancement Plan (LAP), educators are trained to observe, identify, and support children with neurodiverse or special learning needs using individualized strategies, sensory play, and developmental tracking.

In a competitive market filled with new entrants, Sultana emphasizes that KLAY's strength lies in its ability to build trust—not through marketing gimmicks, but through everyday consistency, warmth, and genuine parent engagement across 170+ centres serving over 65,000 families.

This thoughtful, wide-ranging interview isn't just about early childhood education—it's a blueprint for how institutions can evolve with empathy and intention, while staying rooted in what matters most: the child.

Q The early childhood education sector has undergone major shifts post-pandemic, with a growing emphasis on hybrid learning models. How has the industry adapted, and what innovative approaches have emerged to enhance the preschool experience?

If there's one thing the pandemic taught us, it's that learning doesn't stop—even when the world does. In early childhood education, where a hug or a giggle can say more than words, the idea of hybrid learning once felt unimaginable. But it nudged us to reimagine what a classroom could be.

We witnessed a meaningful shift—technology began to support hands-on learning, not replace it. Today, hybrid isn't about screens; it's about continuity. A story introduced at school can come alive again at home. A science experiment can be recreated in the kitchen, with a parent guiding the way. And most importantly, teachers and parents are now more connected than ever, working as partners in a child's development.

At KLAY, we've embraced this shift through CLAPP, our parent app that bridges the gap between school and home. From real-time updates and learning milestones to weekend activity ideas and parenting tips, CLAPP ensures the preschool experience doesn't end with the school bell—it carries on.

It's the balance every family is looking for—technology that supports, without taking over. And most importantly, while not taking away from the screen-free childhood that toddlers and pre-schoolers truly need. At KLAY, we believe in tech that complements the magic of hands-on, joyful learning.

Q With more parents working remotely or in hybrid setups, has there been a noticeable shift in daycare and early learning preferences? What are some evolving expectations that preschools and daycare centers must address?

Yes—and it's not just a shift. It's an entirely new parenting rhythm, shaped by changing work environments and evolving family dynamics. With homes now doubling up as offices, parents are looking for early learning spaces that feel like trusted extensions of home—safe, warm, and emotionally attuned to their child's needs.

There's a clear move towards flexibility. We've seen increased demand

for half-day programs, staggered start times, and even hourly drop-ins. Parents want options that adapt to their schedules without compromising on care and quality. But beyond logistics, there's a deeper ask: connection.

Today's parents aren't just looking for childcare providers—they're seeking partners in parenting. They want to be involved, updated, and reassured. They ask, "Will you notice the little things? Will you tell me when my child feels off? Will you cheer their tiny milestones with me?"

At KLAY, the answer is always yes. Because when we walk alongside parents in this journey, the child feels that support from all sides—and that makes all the difference.

Q Safety—both physical and emotional—has become a top priority for parents today. Could you elaborate on key measures that ensure a secure and nurturing environment, particularly regarding mental well-being and digital safety?

At KLAY, we believe safety isn't just a checklist—it's a feeling. For a child to truly learn and grow, they must first feel secure, valued, and cared for. That's why our Foundational Development Program is built around predictable routines, warm adult-child relationships, and responsive caregiving.

Our facilitators follow the "3C Model": Connect, Comfort, Communicate—creating strong emotional anchors and nurturing mental well-being. Classrooms become emotionally safe spaces where children can express big feelings, ask questions, and explore freely.

When it comes to physical safety, our centres follow CDC and WHO-based protocols. With NEBOSH-certified audits, daily sanitisation, child-friendly materials, constant supervision, and only female staff handling children, we build layers of trust that parents can count on.

Digital safety is equally important. We use secure platforms, ensure there is no unsupervised screen time, and introduce digital awareness in age-appropriate ways. And beyond just access, data safety and confidentiality are non-negotiable at KLAY. From encrypted systems, network security, to strict governance and privacy protocols, every bit of information—about your child, your family, or our team—is protected with utmost care.

From finger guards to fire drills, cuddle corners to child protection committees—our safety promise is all-encompassing. Because when children feel safe—inside and out—they don't just participate. They truly flourish.

Q Early childhood education is often debated for being either too rigid or too lenient. How can institutions strike the right balance between structured learning and play-based development to ensure children are prepared for primary school without unnecessary academic pressure?

At KLAY, we believe the answer lies in rhythm—not rigidity. Young children thrive in environments that feel structured yet joyful, where routine offers comfort and learning feels like play.

Our Foundational Development Program follows a thematic, age-appropriate curriculum that blends guided instruction with child-led exploration. A simple pretend play session becomes a lesson in math, language, empathy, and negotiation—all in one.

We draw from global philosophies like Reggio Emilia and Multiple Intelligences to ensure every child learns in their own way. Harvard research supports this too—play-based learning builds executive function, a key predictor of school readiness.

So instead of saying "sit still and write," we say "can you build your story?" or "let's act it out together." Children at KLAY don't just get ready for primary school—they develop the confidence, curiosity, and love for learning that will carry them far beyond it.

Q As awareness around inclusive education grows, how can preschools ensure that children with diverse learning needs, including neurodivergence or special requirements, receive the necessary support and resources?

Every child's learning journey is different—but their need to feel included is universal.

At KLAY, inclusion isn't something we add on—it's where learning begins. From our classroom environments to our curriculum design and educator training, everything is built to recognise and celebrate neurodiversity from the very start.

A key part of this approach is our Learning Advancement Plan (LAP)—a structured, research-backed framework that helps identify children who may need additional support. Through close observation, milestone tracking, and collaboration with child development experts, we create personalised strategies to help each child thrive. This might include sensory play zones, visual schedules, or adapted routines—each designed to meet the child where they are.

While UNESCO reports that only 1 in 10 children with disabilities have access to early education, we're working to change that. And while frameworks guide us, it's our trained, empathetic educators who bring inclusion to life—ensuring every child feels seen, supported, and celebrated.

Because the goal isn't to "fit children in"—it's to help them shine, just as they are.

Q In a highly competitive landscape where new preschools and daycare centers emerge frequently, what strategies are most effective in building trust with parents and maintaining a strong brand identity?

Trust isn't built through brochures or branding. It's built in the everyday magic—the warm welcome at drop-off, a facilitator remembering a child's comfort toy, or a message from a caregiver sharing a proud moment from circle time.

At KLAY, we focus on creating consistent, emotionally resonant experiences for both children and parents. From our real-time parent app updates to our structured curriculum delivered seamlessly across 170+ centres, families experience reliability, quality, and care—wherever they go. We also invest deeply in parent partnerships—through orientation sessions, curriculum meetings, portfolio showcases, and parenting webinars/workshops. These aren't just touchpoints; they're trust points.

Our trained facilitators and caregivers bring heart and expertise to every interaction. And with 65,000+ happy families and 450+ corporate partners, much of our growth is led by word-of-mouth.

Because brand identity isn't just about being known—it's about being remembered for how we made families feel: supported, safe, and seen.

Q The first five years of a child's life are crucial for cognitive and emotional development. How can neuroscience-backed teaching methodologies and parental involvement reinforce positive learning experiences both at school and at home?

The research is undeniable: 85% of brain development occurs before age 5, with over a million neural connections forming every second. At KLAY, we treat this window not as a race, but as a powerful opportunity to lay strong, joyful foundations.

Our Foundational Development Program is built around this insight—with structured routines, sensory-rich classrooms, and thoughtfully designed activities that support memory, attention, and emotional regulation. From circle time to storytelling, every moment is intentionally crafted to engage the growing brain.

But learning doesn't stop at the classroom door. We believe in the power of collaborative learning, where parents and educators come together as partners in a child's journey. Through orientation sessions, milestone check-ins, parenting webinars, and daily updates on our app, we ensure that what's experienced at school is mirrored and reinforced at home.

We also share at-home activities that help parents extend the joy of learning into their everyday routines—co-exploring, co-creating, and celebrating progress together. Because when school and home work in harmony, we don't just nurture development—we nurture connection. And that's what truly helps every child flourish.



Manish Mohta
Managing Director, Learning Spiral

TECHNOLOGY SHOULD BRIDGE GAPS, NOT WIDEN THEM

In a world where digital transformation often overlooks the very users it aims to serve, **Manish Mohta** stands out as a quiet disruptor—reshaping online assessments with empathy at their core. As the Managing Director of Learning Spiral, Mohta speaks with *Education Post's* **Prabhav Anand** about building platforms that work just as seamlessly for a student in a remote village as they do for one in a major city.

In this conversation, he dives into everything from ethical AI in proctoring and localization across Southeast Asia and Africa, to insights from the pandemic and aligning assessments with India's NEP 2020. His reflections redefine not just assessment, but also access and intent.

Q In an era where online assessments are under scrutiny for credibility and fairness, how does Learning Spiral balance technological sophistication with accessibility–especially for students from rural or underserved areas?

The real challenge in digital assessments today is *inclusivity*, not just innovation. Advanced technology must not come at the cost of accessibility. I've always believed that a student—anywhere in the world—should have an equal opportunity to learn and be assessed. That means designing platforms that function well even on low bandwidth, basic smartphones, and minimal hardware.

Mobile optimization and multilingual support are non-negotiables for us. Simplicity is key: if a student in a remote village can navigate the system easily, then it's truly ready. Beyond technology, we invest in training and outreach so that digital fluency—or the lack of it—never becomes a barrier. Our goal has always been clear: to make sophisticated digital assessments equitable and empowering. Technology should bridge gaps—not widen them.

Q You've been a strong proponent of integrating AI and remote proctoring. From a governance and ethics lens, how do you ensure these tools uphold privacy, fairness, and student trust?

With great technological power comes immense ethical responsibility. From the start, we've approached AI and remote monitoring through the lens of *student trust*. Transparency is essential—students must know what's being recorded, how their data is used, and how decisions are made. Consent must be informed and meaningful, not just another checkbox.

Privacy safeguards like encryption, minimal data retention, and audit trails are mandatory. AI should assist—not replace—human judgment, which is why we pair AI with trained proctors and always emphasize contextual decision-making.

We're also mindful of algorithmic bias. Regular audits and updates are critical. Ultimately, our aim is to uphold academic integrity without making students feel surveilled or violated. Innovation should protect and empower—not police.

Q You're expanding into Southeast Asia and Africa. What unique cultural or infrastructural challenges are you facing, and how are you localizing your solutions without compromising security?

Expansion into Southeast Asia and Africa comes with its own set of challenges—ranging from inconsistent internet access to varying levels of digital literacy. A one-size-fits-all approach simply doesn't work. We approach each market with humility and a willingness to listen.

Localization for us goes beyond language translation. It involves understanding local exam cultures, institutional needs, and user behaviors. In parts of Africa, for example, there's heightened sensitivity around exam security due to past breaches. In Southeast Asia, mobile-first design and vernacular interfaces are critical.

Our systems are built with modularity in mind—features can be activated or deactivated based on regional needs, without compromising the integrity of assessments. It's about creating meaningful partnerships, adapting to context, and demonstrating that innovation can be flexible.

Q During the pandemic, Learning Spiral played a key role in keeping education going. What were some of the hardest decisions you had to make as a leader, and how did those shape your post-pandemic strategy?

The pandemic pushed everyone into uncharted territory. One of the toughest decisions we faced was accelerating digital adoption for institutions that weren't fully ready. It felt like asking examination bodies to leap into the unknown—but waiting wasn't an option.

Another difficult choice was around surveillance. While there was pressure to adopt aggressive monitoring tools, we chose to prioritize student privacy—even if it meant slower onboarding with some clients. We also had to reorganize our teams for remote work nearly overnight, keeping morale high and the mission clear.

These experiences taught us resilience, adaptability, and the value of clarity in values. Today, those lessons continue to guide us: leadership isn't about having all the answers—it's about making the best decisions with imperfect information.

Q Edtech is often criticized for being too tool-driven. How do you ensure Learning Spiral stays rooted in pedagogy and supports real learning outcomes—not just administrative efficiency?

It's easy to get dazzled by dashboards and AI features—but we always come back to a core question: *Does this enhance learning?*

Assessments should never be just logistical exercises. We design features that help educators understand *how* students learn—not just what grades they achieve. We prioritize formative assessments, real-time feedback loops, and data-driven insights that actually inform instruction.

Our product teams work closely with academic experts, not just engineers. Technology should amplify teachers, not sideline them. When assessments are woven into the learning journey—not just tacked onto the end—they become tools for growth, reflection, and meaningful progress.

Q India's National Education Policy (NEP) 2020 emphasizes competency-based learning. How aligned are your offerings with NEP's vision, and how do you see Learning Spiral contributing to this shift?

The NEP marks a much-needed pivot towards competency-based learning, and our philosophy is closely aligned with that vision. Traditional exams have long prioritized memory over mastery—that has to change.

We're building systems that support diverse assessment formats—case studies, open-book tests, continuous evaluation—tailored to measure higher-order thinking and real-world problem-solving. Flexibility is essential.

We're also investing in deeper analytics that track student progress over time, not just snapshot scores. The NEP demands a mindset shift, and we're here to provide the technology scaffolding for that transformation. At its best, assessment should inspire learning—not intimidate learners.

Q You're passionate about youth empowerment. What structural gaps do you see in India's ecosystem for young tech entrepreneurs, and how can industry leaders do more than just fund startups?

India has no shortage of talent or ambition, but the ecosystem still has structural gaps—especially around *mentorship*. Young founders often struggle with navigating product-market fit, regulations, and sustainable growth. Unfortunately, many accelerators are short-term and transactional.

What's missing is long-term, human-centered support—especially around emotional resilience. The startup journey is as much a test of character as it is of strategy.

Industry leaders need to offer more than just capital. We can offer our time, share hard-earned lessons, open doors, and create safe spaces for experimentation. The next generation deserves belief, patience, and honest mentorship—from those who've walked the path before them.

Q Looking ahead, how do you see the role of assessments evolving over the next decade? Are we moving away from traditional exams altogether?

Yes, assessments are on the cusp of transformation. The era of high-stakes, one-off exams is fading. We're heading toward *continuous evaluation*—assessments that track progress over time, adapt to each learner, and integrate seamlessly into the learning process.

AI will enable adaptive testing, delivering challenges based on real-time understanding. But this isn't just about technology—it's a philosophical shift. The focus is moving from *what* students remember to *how* they think.

We'll see more interdisciplinary, skill-based evaluations, with micro-credentials and competency badges complementing (or even replacing) traditional degrees. Our hope is that assessments become less intimidating and more empowering. If we get it right, assessments won't just measure learning—they'll drive it. EP

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Dr. Manisha Sharma
Principal, Venkateshwar International School, Dwarka

Dr. Manisha Sharma, Principal of Venkateshwar International School in Dwarka, shares her thoughtful perspectives on what it truly means to prepare students for the future with Education Post's **Prabhav Anand**.

From integrating AI and experiential learning into the classroom to supporting student mental health and fostering leadership, she walks us through the school's dynamic approach to education.

She also opens up about how VIS adapted post-pandemic, embraced NEP 2020, and built a culture rooted in inclusivity and innovation. Dr. Sharma's vision reflects a deep commitment to nurturing confident, curious, and compassionate learners who are ready to thrive in a changing world.

Q Venkateshwar International School has built a strong reputation for academic excellence and holistic development. As the principal, what is your vision for modern education, and how do you integrate innovative teaching methodologies to keep up with evolving global trends?

At Venkateshwar International School, my vision for modern education is to nurture independent thinkers, problem solvers, and global citizens. We integrate innovative teaching methodologies such as experiential learning, flipped classrooms, and project-based assignments to make learning more engaging and application-oriented. Our focus on STEAM education, AI-based assessments, and interdisciplinary learning ensures that students develop 21st-century skills. By continuously updating our pedagogical practices and investing in teacher training, we prepare students for a rapidly evolving world.

Q In today's high-pressure academic environment, students often struggle with stress and anxiety. How does your school ensure a balance between academic rigor and the emotional well-being of students? Do you have any specific programs or initiatives in place?

We understand that academic success and emotional well-being go hand in hand. At VIS, we have structured counseling programs, mindfulness sessions, and mentor-mentee interactions to support students emotionally. Stress management workshops and peer support groups provide a safe space for expression. Apart from this we have specialised programmes focusing on social emotional learning naming ASPIRE & CASTLE. Our curriculum balances academics with extracurricular activities like sports, music, and arts, ensuring students find a healthy outlet for stress while excelling in their studies.

Q With the rapid digitalization of education, schools are increasingly relying on technology. How does Venkateshwar International School incorporate technology in the classroom while ensuring that students remain critically engaged rather than passively dependent on digital tools?

Technology is an enabler, not a replacement for critical thinking. Artificial Intelligence is an integral part of the curriculum at VIS as we incorporate interactive smart classrooms, AI-based assessments, and digital collaboration tools to enhance learning. However, we ensure students remain actively engaged by integrating debates, hands-on projects, and research-based assignments. Our digital literacy programs teach students to use technology responsibly while encouraging problem-solving and analytical thinking, ensuring they do not become passive consumers of digital content.

Q The COVID-19 pandemic disrupted traditional learning patterns, leaving many students with learning gaps. What strategies have you implemented at Venkateshwar International School to bridge these gaps and bring students back to a strong academic footing?

The pandemic posed significant learning challenges, but we at VIS tackled them with targeted remedial programs, hybrid learning models, and AI-driven adaptive assessments. We have a very specific Bridge Program to strengthen the concept clarity along with personalized learning plans and peer tutoring. We also emphasized project-based learning and hands-on activities to reinforce understanding. Additionally, well-being initiatives ensured students remained motivated and engaged, helping them transition back to a structured academic routine effectively.

Q Schools today must nurture an inclusive culture where students from diverse backgrounds feel valued and empowered. What measures have you taken to ensure diversity, equity, and inclusion are at the core of the school's ethos?

Diversity, equity, and inclusion are integral to our school ethos. We celebrate different cultures through curriculum integration and awareness programs. Our inclusive education model supports students with diverse learning needs through differentiated instruction and personalized assistance. Anti-discrimination

policies, student-led diversity clubs, and gender-sensitivity workshops promote an environment of acceptance. At VIS, every student and teachers feel valued and empowered, fostering a culture of mutual respect and belonging.

Q The role of parents in a child's education is crucial. How do you foster a strong school-parent partnership to enhance student learning outcomes, and what advice would you give to parents to support their children effectively in their academic journey?

A strong school-parent partnership is the key to student success. We maintain open communication through regular PTMs, digital engagement platforms, and parenting workshops. Parents are encouraged to participate in school activities, fostering collaboration. We also conduct seminars on academic support, emotional well-being, and career guidance. My advice to parents is to nurture curiosity at home, encourage balanced learning, and provide emotional support, ensuring a holistic approach to their child's education.

Q There's an increasing shift towards skill-based education in India, with NEP 2020 emphasizing experiential learning. How has your school adapted its curriculum to align with these changes, and what role do you see skill-based learning playing in the future of education?

VIS has seamlessly integrated skill-based learning in alignment with NEP 2020. We emphasize experiential learning through coding, robotics, entrepreneurship, and design thinking modules. Our students engage in internships, industry-led projects, and real-world problem-solving activities. This practical approach enhances adaptability and critical thinking, equipping students with essential life skills. We believe skill-based education is the foundation for future readiness, preparing students for evolving career landscapes.

Q With students increasingly exposed to social media and digital influences, managing discipline has become a complex challenge. How does your school address behavioral issues, cyber-bullying, and digital distractions while fostering responsible digital citizenship?

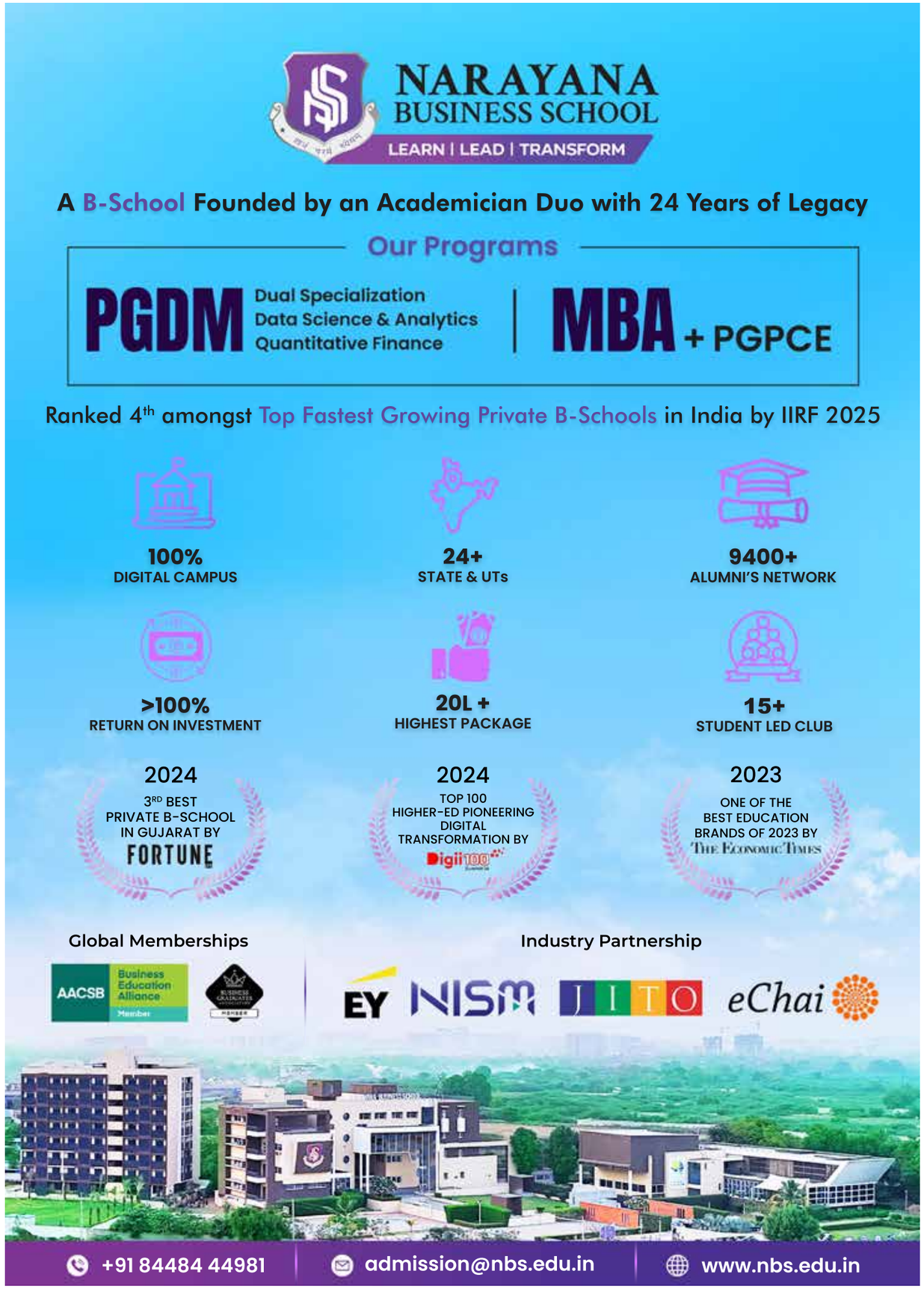
Discipline in the digital age requires a structured yet empathetic approach. At VIS, we implement digital citizenship programs, teaching students responsible online behavior. Our strict anti-bullying and cyber safety policies ensure a safe learning environment. Regular workshops on ethical online conduct, social media awareness, and digital well-being help students navigate the online world responsibly. By promoting empathy, respect, and accountability, we foster a culture of positive digital engagement.

Q Many students aspire to be future leaders in various fields. How does your school nurture leadership skills, confidence, and extracurricular excellence among students beyond academics?

Leadership development is a priority at VIS. We empower students through structured leadership programs, student councils, and mentorship initiatives. Opportunities like Model United Nations, entrepreneurship challenges, and community service projects enhance confidence and responsibility. Our extensive extracurricular offerings in sports, performing arts, and innovation labs ensure holistic development. At VIS, we believe that leadership is nurtured through responsibility, resilience, and teamwork, preparing students for success beyond academics.

Q Leading a reputed institution comes with its own challenges and triumphs. Could you share some key moments or experiences from your journey as an educator that have shaped your leadership philosophy today?

Leading VIS has been a journey of growth and inspiration. One of my most fulfilling experiences was witnessing students innovate and lead impactful projects. Implementing student-driven initiatives reinforced my belief in experiential learning. The challenges of the pandemic also shaped my leadership approach, emphasizing adaptability and resilience. My leadership philosophy is rooted in fostering a growth mindset, empowering educators, and creating an environment where every student thrives academically and personally. EP





FINANCIAL LITERACY NOT JUST ABOUT KNOWLEDGE, BUT THE CONFIDENCE TO TAKE EARLY CONTROL

CA Manish Mishra
Founder and CEO, GenZCFO,

For today's teens, money isn't just about pocket change or saving up for a new phone—it's about navigating student loans, side hustles, digital wallets, and a flood of flashy financial advice on social media. **CA Manish Mishra,** Founder and CEO of GenZCFO, knows this all too well. In a candid conversation with Education Post's **Prabhav Anand**, he talks about why financial literacy for Gen Z needs a serious upgrade. It's no longer enough to know how to budget or save—students need to understand credit behavior, taxes, investing, and the risks behind that "buy now, pay later" button.

From simple frameworks like the 50-30-20 rule to the overlooked power of compounding, Mishra breaks down how young earners can start smart. He also shares how GenZCFO is making finance fun and relatable—through gamification, bite-sized lessons, and real-life simulations—to help students build financial confidence, not just literacy. This is money talk that truly speaks Gen Z's language.

Q Financial literacy is often reduced to basic budgeting and saving tips. However, in today's dynamic economic environment, young adults face complex financial decisions early in life—be it student loans, investment opportunities, or credit management. How do you define financial literacy for the Gen Z generation, and why is it critical for students right after completing their 12th grade?

This idea of financial education for Gen Z goes beyond just learning to balance a check-book or save pocket money; it's about understanding the whole round aspect of how money operates in today's dynamic economy. For students completing their 12th grade, it is at this juncture that they are standing at the elementary level when it comes to making serious decisions related to finances: choosing a particular course for higher studies, borrowing education loans, moving away from home for studying, or even engaging in freelance gigs or side hustles. Without a solid grasp of financial concepts such as interest rates, budget management, credit behavior, taxes, and investing, these decisions can take years or a lifetime to pay off in terms of financial struggle.

Gen Z was born in a digital-first world, where one could become financially independent at an early age and easily make financial mistakes. They are bombarded with fin-tech applications, investment advice on social media, and buy-now-pay-later schemes that all sound sweet on the surface but cost a little more in the long haul. That is why financial literacy must cover the fundamentals of budgeting, saving, and debt management, as well as awareness of modern economic tools and risks.

Q Despite the growing importance of financial literacy, most school curriculums still do not integrate essential financial concepts. In your experience, what are the three most overlooked yet crucial financial principles that students must grasp before entering college or their first job?

Admittedly, there is a difference in the financial realities of students and the kind of education they receive. The students tend to be ill-prepared for the actual responsibilities of adulthood, and two principles always seem to elude students when it comes to financial affairs.

The first principle is compounding power. This subject is life-changing when learned early on. Most do not even realize that little savings and investments in their late teens or

early twenties can be associated with having made several fortunes. The second is credit literacy. Students need to understand how credit cards work, what credit scores are, and how their current financial behavior—missed payments, overspending, or defaults—can affect their future access to loans, rental agreements, or even jobs. Unfortunately, credit education is almost absent from school curricula.

Most students are not knowledgeable about budgeting and handling cash flow. They should know how to prepare a simple budget, keep track of expenses, and separate needs from wants.

Q Many students step into financial independence with their first salary, but poor money management often leads to debt traps or missed investment opportunities. What are the biggest mistakes young earners make with their first pay-check, and how can they avoid them?

Getting your first pay-check is always an exciting milestone; however, without the right financial approach, the day can also become the start of unhealthy money patterns. One of the key mistakes young earners make is developing spending habits at the expense of saving. When the moment comes to reward oneself with the latest gadget or plan a quick weekend getaway from work, priorities of financial planning often take the back seat. While rewarding oneself for hard work is essential, it shouldn't draw away from efforts toward establishing a financially soaring future instead.

Therefore, we recommend one simple but effective framework: the 50-30-20 rule. Under this rule, 50% of your income is allocated to needs, 30% to wants, and 20% to savings and investments. Getting into this habit early helps create wealth and fosters a sense of responsibility regarding financial management.

Q While self-learning through social media and online resources is common, it often lacks depth and structure. How can structured financial education—whether through schools, workshops, or digital platforms—help bridge the financial knowledge gap among young adults? What role does GenZCFO play in this mission?

However, students may learn to invest in crypto or start with SIPs but not learn the underlying principles or risks involved, which can lead to poor choices. Structured financial education, with a clear and progressive curriculum from basics to advanced, nurtures real-world application in learning.

At GenZCFO, we are trying to close this gap by developing content that is action-oriented, relatable, and closest to Gen Z's way of learning. It involves gamification, real-life case studies, and perfectly designed bite modules to create fun for our scholars. We do not teach just what to do but also why it matters, for building the confidence of learners in finance rather than just literacy.

By combining foundational knowledge with various tools for critically evaluating financial trends, structured education moves the passive consumer of content to the informed processor of decision-making. Making sense of finance will not stop there; GenZCFO believes that hustling will make it fun, enabling young adults to take control of their future.

Q Many students perceive finance as 'complicated' or 'not for them,' leading to a lack of proactive learning. What are the psychological or systemic reasons behind this reluctance, and how can educators or policymakers make financial education more engaging and relatable for young minds?

Students usually perceive finance as the most tiresome, difficult subject in school, or solely for commerce students or parents who go to work. These all come from a really large system; finance is taught in ways abstract and loaded with jargon, with very little to no regard for the reality of daily lives. Psychologically speaking, even the fear of making a mistake or being judged as if they fail to understand financial terminologies is placed into the reluctant dimension of students.

Using gamification, challenges, and interactive simulations will also break complex ideas into manageable learning experiences.

Policymakers and educators should make financial literacy part of core education for all streams and part of life readiness rather than restricting it to commerce education. When students understand the "why" behind the "what," they are much more likely to engage.

Q With financial independence starting earlier than before—through freelancing, internships, and side hustles—how can parents and educators guide students in building financial discipline from a young age? Are there any specific frameworks or tools that work best for this demographic?

Today, students are earning money earlier than ever, thanks to freelancing, content creation, and internships. However, they need economic guidance because early incomes can lead to detrimental financial habits. Parents and educators play a crucial role in helping them inculcate disciplined financial habits.

Setting financial goals and budget tracking toward achievement is the first concern. Instead of vague declarations that "money should be saved," adults should empower children by applying practical frameworks such as the 70-20-10 rule or goal-based budgeting.

However, teaching confidence to students for their financial management would be the goal. The more quickly this idea comes about, the more likely it is that it will carry itself into adulthood's most eminent ways of thinking and resilience.

Q As the financial landscape evolves with the rise of cryptocurrency, decentralized finance, and AI-driven investments, do you think traditional financial literacy models are becoming outdated? How should financial education evolve to stay relevant for the next generation?

Yes—the traditional financial literacy models have outgrown their use. While basic tenets such as budgeting and saving still hold generation after generation, they are relics of an earlier time that no longer reflect the realities of a digitised first-life youth today.

Financial education must stay current with the times. This means using and explaining digital financial tools, understanding how blockchain works, and teaching students how to assess high-risk investments critically. Equally important is the continued discussion around online scams, data privacy, and financial misinformation, as they have become part of everyday life.

It will have to be dynamic, tech-charged, and contextually relevant financial education for the next generation. When we blend old wisdom with new-world tools, we don't just educate; we empower future-ready citizens who can thrive in a constantly evolving financial ecosystem.



IF SCHOOLS WERE DESIGNED BY CHILDREN

Prabhav Anand

Picture this: The school bell rings—not a shrill, metallic clang, but the soft chime of a tune chosen by the students themselves. Children pour into a building full of colors, not beige walls and fluorescent lights. Classrooms look like workshops or gardens or even spacecrafts. Some students are sitting under a tree, others are curled up on bean bags, and a group is in a room filled with musical instruments, designing their own jingles for a history project.

Sounds like a dream? Maybe. But what if this dream was actually a blueprint?

Welcome to the world where schools are designed by children—a world where learning begins not with a syllabus, but with curiosity.

In a typical classroom, students sit in rows, facing the blackboard, passively receiving instructions. The structure is rigid. The subjects are predetermined. The clock dictates movement and attention. And yet, amid all this structure, children often yearn for one thing—freedom. The freedom to explore, to create, to ask questions that don't end with a right or wrong answer, and to make learning their own.

Children are not short adults. They are different in the way they think, feel, and engage with the world. They are naturally wired to be curious, imaginative, and joyful. When we listen to their voices, we discover a perspective that is fresh, bold, and surprisingly practical. Many children have strong opinions on what learning should look like. And while their visions may sound utopian to an adult ear—"recess all day," "robot teachers," "no homework ever"—beneath those fantasies lie deep insights into what today's education might be missing: joy, autonomy, relevance, and creativity.

This article explores what would happen if we put children in charge of designing schools. Drawing from real-life case studies, research findings, and interviews with children themselves, we'll uncover a world of possibilities that are not only imaginative but deeply rooted in what it means to be human—and to truly learn.

Children are innately creative. Give them a cardboard box and it becomes a rocket. A stick turns into a sword or a magic wand. Ask a child how school should be, and you don't get talk about standardized tests or attendance percentages. You get dreams: treehouses, pet corners, recess all day, classes underwater.

While whimsical at first glance, these ideas often hold a powerful truth: children want joy, freedom, and meaning in their learning. And increasingly, educators and researchers are beginning to ask: what if we listened?

Research Rooted in Reality

A global study by the LEGO Foundation titled Learning Through Play found that children thrive when learning is hands-on, collaborative, and rooted in joy. Another research project from the University of Cambridge's Faculty of Education highlights how play-based and child-led learning significantly improves motivation, creativity, and emotional intelligence.

In the Netherlands, the Agora schools have already begun to implement education models where children choose what they learn and how they learn it. They don't follow a strict curriculum. Instead, students pose questions and teachers help them seek answers—together. Students aged 12-18 design their own learning paths. The results? Higher engagement, better retention, and a deeper love for learning.

Finland, a country long considered a model in education, uses a similar approach. There's no homework in early years, fewer standardized tests, and a focus on collaborative, interdisciplinary learning. Students are treated as stakeholders—not passive recipients.

If Children Ran the Show…

So what exactly might change if we handed over the design brief to the very learners themselves?

1. Flexible Learning Environments

Children wouldn't sit in straight rows facing a blackboard. Learning spaces would be fluid—beanbags, floor cushions, standing desks, hammocks even. Walls would be painted in vibrant hues. There would be sunlight, indoor plants, swings in the corridors, and perhaps murals made by the students.

2. Personalized Timetables

Ask children what they dislike most about school, and many will tell you it's the rigidity. Every hour segmented, every subject imposed. Children dream of choosing what they study each day. A week might include learning math through cooking, science via gardening, and literature by rewriting their favorite fairytales.

And guess what? Neuroscience supports this. The brain retains information better when the learner is emotionally and personally invested. Dr. Judy Willis, a neurologist turned educator, asserts in his article that when students have control over their learning, dopamine—the pleasure chemical—is released, which boosts memory and motivation.

3. More Recess, More Play

Children everywhere agree on one thing: recess is never long enough. In a child-designed school, there would be multiple breaks, not just for physical activity but for imagination—time to build things, explore outdoors, or just lie on the grass staring at clouds.

4. Teachers as Mentors, Not Managers

In this world, teachers wouldn't just be authority figures delivering lessons. They would be facilitators, co-learners, storytellers, and inspirers.

Children would want to know more about their teachers as people—their favorite books, what scares them, what they wanted to be as kids.

5. Assessment Reimagined

Goodbye to red pens and rigid grading. Evaluation would be based on portfolios, projects, peer reviews, and self-assessments. A child might choose to show understanding of a science concept by building a model or making a short film, rather than writing a test.

This is not fantasy—it's already being done. High Tech High in San Diego uses project-based learning and public exhibitions instead of tests. The result? Students not only retain more but also become confident communicators.

6. Life Skills, Not Just Academics

Children want to learn things they find relevant—how to cook, fix a bicycle, understand money, or grow a plant. Emotional literacy, conflict resolution, mindfulness, and civic responsibility would be part of the syllabus. As would climate change, ethics, and innovation.

In a world designed by children, 'success' wouldn't be about marks. It would be about mastery, kindness, and impact.

Let's be clear: children do need structure, safety, and guidance. But structure does not mean rigidity. A well-thought-out child-led model would include guardrails, yes—but not cages. There would be room for dreams and detours.

Critics argue that children don't know what's best for them. But do adults always know either? Traditional education systems, despite decades of reforms, still struggle with dropout rates, disengagement, and mental health crises.

By listening to children—not as naïve dreamers but as insightful contributors—we might uncover ideas we never considered. It's not about replacing educators with toddlers. It's about co-creating.

In a unique initiative, a school in Denmark asked its primary students to redesign their classrooms. The result? More color, better lighting, movable furniture, cozy corners, and whiteboard walls where students could draw, doodle, and express.

Another experiment in Australia called the "Children's Voice Project" asked students to redesign their curriculum. Surprisingly, the children didn't ask for everything to be "fun". They requested deeper dives into topics they loved, more time to master subjects they struggled with, and more outdoor learning.

Imagine a child walking into a school they helped design. The pride. The ownership. The sense of belonging. When learners feel seen and heard, their emotional connection to school transforms. This isn't just about design—it's about democracy. It's about dignity.

If we want to build future-ready schools, we must build them not just for children—but with them.

A Thoughtful Ending, or a Beginning?

Designing schools based on children's ideas may seem fantastical, even radical. But if we scratch beneath the surface, their suggestions aren't about escaping learning—they're about reclaiming it. Children ask for color, movement, flexibility, creativity, and most of all, agency. These are not unreasonable demands. They are human ones.

In truth, many of our modern educational reforms—project-based learning, interdisciplinary curricula, emotional intelligence programs—are gradually aligning with what children have intuitively known all along. They want to be heard. They want to belong. And they want learning to be an experience, not a burden.

The future of education doesn't need to be a top-down system of compliance—it can be a collaborative ecosystem where imagination and intellect grow hand in hand. If we allow ourselves to listen deeply to children—not just in surveys and feedback forms, but truly, empathetically—we might discover that they already hold the blueprint to a better, kinder, and more meaningful kind of school.

And maybe, just maybe, the next great educational reformer won't be sitting at a policy desk but cross-legged on a classroom rug, crayons in hand, sketching out the school of tomorrow.

Perhaps it's time we saw schools not as factories producing standardised students, but as gardens nurturing diverse talents. If children were the architects, builders, and visionaries of their own schools, education might not just be effective—it might be extraordinary.

And perhaps, years from now, when those same children grow up, they won't just remember what they learned. They'll remember how they felt: free, excited, and truly alive.

Because in the end, education isn't just about filling minds. It's about touching hearts.

And maybe, just maybe, the little prince was right all along.

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THE HOMEWORK DILEMMA

ARE WE KILLING CURIOSITY WITH COMPLIANCE?



"The important thing is not to stop questioning. Curiosity has its own reason for existing."
– Albert Einstein

Prabhav Anand

Every evening in countless homes across the globe, the same routine unfolds: children hunched over their notebooks, weary parents supervising, and tension lingering in the air like a thick fog. Homework, once regarded as a natural extension of school, is today a source of stress, debate, and reevaluation. At the heart of the debate lies a pressing question: is the conventional approach to homework stifling curiosity in young minds, reducing learning to mere compliance?

It begins as early as age six or seven. Young children, freshly initiated into formal schooling, are introduced not only to alphabets and numbers but also to an endless cycle of worksheets, spelling drills, and practice sums.

The evenings, once reserved for play, exploration, and familial bonding, are now dotted with the pressure of unfinished homework. The colorful imagination of a child, eager to build Lego castles or chase butterflies, is too often shelved to complete assignments that may or may not be meaningful.

Parents, too, are caught in the vortex. Torn between their own work responsibilities and the desire to help their children succeed, they often assume the role of enforcers. Dinner table conversations give way to instructions. Joyful discovery gives way to frustration. Teachers, meanwhile, face institutional expectations to "keep students on track" through rigorous academic reinforcement, often measured in pages completed rather than ideas inspired.

The world is changing rapidly, with creativity, collaboration, and adaptability now among the most valued skills. Yet our homework traditions remain anchored in an outdated model of education that values routine over reasoning and repetition over inquiry. If homework is meant to enhance learning, we must ask—what kind of learning are we truly fostering? Is it the spark of curiosity that drives innovation, or the dutiful completion of tasks that discourages deviation from the norm?

Historically, homework was rooted in the idea of discipline and reinforcement. The Italian educator Roberto Nevilis is often credited with formalizing homework in the early 20th century as a form of punishment for students who failed to perform in class. While the origins are debatable, the philosophy surrounding homework evolved over the decades.

In the post-industrial era, especially during the Cold War, American schools began to intensify academic rigor, associating homework with academic excellence and national progress. The mindset was simple: more work equaled better learning. However, with the evolution of cognitive science and pedagogical theories, this linear relationship has been called into question.

Research Says...

A 2006 meta-analysis by Harris Cooper, a leading homework researcher, found that for high school students, homework does correlate with academic achievement. However, for elementary students, the benefits were minimal to none. Cooper cautioned that the quality of assignments mattered far more than the quantity.

In 2014, a study published in the Journal of Experimental Education revealed that students in high-performing schools who spent too much time on homework experienced elevated stress levels, physical health problems, and a lack of balance in their lives. Many students reported that it led to sleep deprivation and reduced time for family, friends, and extracurricular pursuits.

Dr. Denise Pope, a senior lecturer at Stanford University and a leading voice in the "less is more" homework movement, has emphasized that homework should never come at the cost of student well-being. "We're so focused on getting everything right that we forget about the joy of learning," she notes.

At its core, curiosity is the engine of learning. Children are naturally inquisitive beings. They poke, prod, ask a million questions, and thrive in environments that allow exploration. But when a child is told to memorize a poem, solve 30 identical math problems, and write a summary of a chapter they barely understood—all in one evening—where does that curiosity go?

Educators like Alfie Kohn argue that traditional homework tasks often have little intrinsic value and tend to prioritize obedience over understanding. In his book *The Homework Myth*, Kohn asserts, "Most homework is assigned not because it helps, but because we think it should help."

Take, for instance, a curious 10-year-old who wants to learn how volcanoes erupt. In a rigid academic structure, they

may be handed a worksheet asking them to label parts of a volcano without actually understanding the explosive wonder behind it. The act becomes mechanical, not magical.

The Real-World Perspective

Ritu Sharma, a mother of two from New Delhi, shares her daily struggle. "My daughter used to love painting and storytelling. But now, by the time she's done with homework, she's too tired. Her evenings are no longer hers."

Teachers, too, often find themselves caught in a bind. Preeti Mishra, a middle school science teacher, says, "We are pressured to follow the syllabus and assign work to maintain discipline. But I'd rather have my students come to class curious than compliant."

These voices echo a common sentiment: somewhere in our pursuit of academic excellence, we are overlooking the heart of learning.

Interestingly, not all countries take the same approach. Finland, often hailed for its top-tier education system, gives minimal homework and emphasizes trust in teachers, play, and project-based learning. Japanese schools focus on self-discipline and group learning but are also increasingly moving away from excessive homework.

In 2017, the state of Maharashtra in India issued a circular banning homework for students of Class 1 and 2. The rationale: to reduce stress and make room for play and family time. Several progressive schools in India, especially in urban areas, are now experimenting with flipped classrooms, no-homework policies, or experiential assignments that allow children to learn through real-world engagement.

What Could Be Done Differently?

Reimagining homework doesn't mean eliminating it altogether but transforming it into a tool for exploration.

Choice-Based Assignments:

Let students pick from a range of activities—draw a comic, record a video explanation, write a poem, or make a model. When learners have agency, they engage more deeply.

Inquiry Over Rote:

Assignments could be framed as open-ended questions or mini-projects. For example, instead of asking students to list five rivers, ask them how rivers influence civilizations.

Family Involvement, Not Supervision:

Instead of making parents enforcers, involve them as learning partners. Encourage shared reading, cooking (math and science!), or stargazing.

Limit by Time, Not Volume:

The "10-minute rule" (10 minutes per grade level) proposed by Harris Cooper can serve as a baseline. A third grader shouldn't have more than 30 minutes of homework a night.

Feedback, Not Just Grading:

If students take the time to complete homework, educators should provide meaningful feedback. A mere tick mark or grade doesn't promote reflection or growth.

Education should be about lighting a fire, not filling a bucket. If we continue to drown children in endless worksheets and repetitive exercises, we risk turning learning into a chore, rather than a journey of discovery. Compliance might produce short-term results, but curiosity drives lifelong learners, inventors, and leaders.

Ultimately, the question isn't whether we need homework, but what kind of homework we need. Thoughtfully designed assignments can indeed reinforce classroom concepts, foster independent learning, and deepen understanding. But the volume, purpose, and spirit behind these assignments need critical evaluation.

Let us remember that the future doesn't belong to the most obedient—it belongs to the most curious. It's time to trust our children with the freedom to explore, to question, and to wonder. That might just be the most important homework of all.

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NO BAN, NO BOUNDARIES

SMARTPHONES SURGE IN CLASSROOMS AS INDIA LAGS BEHIND ON POLICY

Pragya Kumari

With no national law regulating smartphone use in schools, Indian students face rising distractions, cyber risks, and educational setbacks as classrooms struggle to adapt to the digital age, finds Education Post's **Pragya Kumari**.

The world is evolving, and so are the students. With the growing trend of smartphone use among students, nations across the globe are rapidly adopting policies to control their use in classrooms.

These regulations are primarily based on issues concerning classroom distraction, exposure to inappropriate content, cyberbullying, and data privacy.

In the midst of this worldwide transition, India, as of 2024, lacks a unified policy or law that addresses the use of smartphones in schools. Though certain individual states and institutions have adopted their own rules, there is no national framework.

This differs from education systems globally that have implemented various degrees of restrictions or complete bans on the use of student mobile phones in schools.

Experts in India are raising their concerns while offering constructive alternatives. Professor Sandeep Kumar, Department of Education of the University of Delhi, advocates for a reimagined integration of technology in schools.

"Well, technology must be understood in a broader sense, as it is nearly impossible to envision the future without it — India being no exception. The key lies in educating people, especially school-going children, about responsible mobile phone usage. Too often, we adopt trends from the Western world in the name of modernization without truly understanding the purpose and mindful integration of technology," Kumar told Education Post.

"The state should step in to design specialized smart devices tailored for education — perhaps stripped of unnecessary features like cameras — to better align with the school environment," he added.

Around the world

As reported by UNESCO's Global Education Monitoring (GEM) team, 79 school education systems, which account for 40% of all registered systems globally, had already implemented bans on smartphones in schools by the end of 2024.

This is up from 60 systems during 2023, with 19 more joining in 2024. Such bans vary from full national bans to state-level restrictions.

In the United States, for example, 20 of the 50 states have passed policies, such as California's Phone-Free School Act and Florida's statewide classroom ban. Australia's New South Wales and South Australia, and 14 of Spain's 17 autonomous communities, have taken similar routes.

In countries like Turkmenistan and Israel, bans focus on primary and secondary levels. Meanwhile, nations such as Denmark and France have banned tools like Google Workspace in classrooms, and several German states have restricted Microsoft products over data privacy concerns.

Zhengzhou, a Chinese city, mandates parents to officially declare whether students require phones in school, and France has implemented digital breaks and extended restrictions to lower secondary levels.

India lacks national guidance

India's response is still decentralized. State governments and schools act independently in the absence of national guidance.

Nevertheless, the increasing misuse of smartphones and an upsurge in cybercrime—averaging 7,000 complaints per day in 2024, a 113.7% rise compared to past years—have raised serious public alarm.

One incident stirred debate occurred in May 2024 at Delhi Public School, Bangalore North, where three students circulated an AI-generated nude image of two ninth-grade girls via an unofficial Instagram group.

Two minors and one adult were detained under cybercrime laws. The case highlighted the darker side of student smartphone use and intensified calls for reform.

"Instead of outrightly banning smartphones, I think a more effective approach would be to replace them with education-centric devices that enhance learning while minimizing distractions. Implementing a well-structured policy in this regard can significantly improve the current education system in Indian schools, ensuring technology serves as a tool for empowerment rather than a source of disruption," Kumar said.

Risky business

Kumar also warned about the cognitive risks associated with prolonged screen time.

"There is no doubt that it impacts our thinking and memory. It likely affects 'priming,' a cognitive ability that helps us retrieve stored information."

"Global research indicates that overuse of screens harms children's mental and physical health, hindering their social development and reducing opportunities for interaction, leading to isolation. A simple experiment with children nearby can demonstrate its impact on memory and recall. This isolation, in turn, can contribute to severe mental health issues," he added.

"In a collective society like India, 'social technology' is more essential than a purely digital approach. Therefore, judicious use, strategic implementation, and proper awareness can help balance 'Education and Technology.' Abrupt adoption, however, risks creating barriers in children's minds, disrupting educational contexts, and straining the social fabric — potentially leading to an unsolvable crisis."

Findings from the Global Education Monitoring (GEM) Report of 2023 are in tune with these notions. Research that spanned 14 countries indicates that the mere presence of smartphones in classrooms can be an important source of distraction for the students.

A study revealed that it may take around 20 minutes for the pupils to become concentrated on their studies after a break. In places such as Belgium,

Spain, and the UK, bans were a cause of better marks in the educational sector, mainly among the students who were underperforming.

Even though ICT tools are useful in enhancing the learning performance of the individuals in subjects such as mathematics, reading, and science, spending too much time on the screen will have the opposite effect.

Experiments that were carried out as part of the Programme for International Student Assessment (PISA) verified the statement that this was the scenario irrespective of the financial status.

The safety of student data is likewise being called into question. The situation has not improved much from 2010 until now, and in 2023, only 16% of the countries had laws that shielded student data in the school environment.

Research conducted amidst the COVID-19 crisis made the situation even more worrisome by pointing out that 89% of the 163 educational apps were embracing the idea and the government was in the driver's seat for promoting 39 out of the 42 online learning platforms, which seemed to have endangered the children's digital rights.

Balanced regulation needed

Echoing similar sentiments to Kumar, Dr Maithili Tambe, CEO of Pune's The Academy School (TAS) emphasized the need for balanced regulation, saying, "Smartphones can facilitate easy access to information, yet they also expose students to a world of distractions, such as social media, games, and notifications, which can divert attention away from lessons and hinder focus. With the growing emphasis on digital literacy, it is vital to create an environment where face-to-face interaction and critical thinking are prioritized."

In India, the judiciary has replied. On Feb 28, 2024, the Delhi High Court declared that a complete prohibition of smartphones in schools was "unacceptable and not feasible." Justice Anup Jairam Bhambhani acknowledged the importance of technology in education but stressed the need for controlled usage.

The court's directions to the students were that they had to submit the phones during school hours and disallowed their use in classes, vehicles, and shared spaces.

The schools were recommended to inform the students about online etiquette and the psychological effect of screen time and to use the phones only for safety and educational purposes. The decision was sent to CBSE, the Directorate of Education, and other important authorities for their consideration.

Similarly, several steps have been taken, such as the launch of the National Cyber Crime Reporting Portal, to stop digital crimes against children, but the issue of a national smartphone policy for schools is not resolved.

"Educational policies should be enforced to limit smartphone use during school hours, promoting engagement and collaboration among students. By implementing such boundaries, teachers can create a more disciplined approach to learning, encouraging students to develop interpersonal skills and reducing the likelihood of cyberbullying and anxiety related to social media pressures," Tambe said.

Digital Bharat

According to the Annual Status of Education Report (ASER) 2024, which was conducted by interviewing over 600,000 rural Indian children, the percentage of content created and consumed digitally by children is growing.

The survey suggested that about 82.2% of kids (ages 14-16 years) were capable of handling smartphones. Therefore, around 57% used their devices for educational purposes, and 76% were the social networking community.

Despite the fact that there were regional and gender-related differences, the findings revealed high digital access with an upward trend. When 90% of girls and boys from all the states in India said they have a smartphone at home, the usage ratio was not the same: 85.5 % of the boys vs. 79.4% of the girls.

Boys aged between 14 and 14–16 had higher percentages of owning, 36.2%, than did girls, 26.9%. The research also took account of Southern states such as Kerala, where girls had better digital skills than in other parts of the country, e.g., Bihar and Madhya Pradesh, where it was not high with the ratio of girl participation.

In Kerala, more than 80% of the adolescents resorted to the usage of smartphones for academic purposes, while the number increased to over 90% for social media.

One of the essential additions that ASER 2024 accompanied was an introduction to a new digital literacy framework that checked skills like information retrieval and app usage.

The survey confirmed the direct correlation between smartphone usage and a person's age—among 14-year-olds, only 27% owned smartphones, whereas 16-year-olds were 37.8%—indicating that these devices are increasingly gaining prominence in the daily lives of Indian students.

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IIRF-2025 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF SCHOOL	CITY	STATE	STATE RANK		ACADEMIC EXPERIENCE & REPUTATION	CURRICULUM & PEDAGOGY	EXTRA CURRICULAR ACTIVITIES	INFRASTRUCTURE & DIGITAL LEARNING	STUDENTS COUNSELLING & MENTORING	SPORTS EDUCATION & FACILITIES	MANAGEMENT & FACULTY	SOCIAL & COMMUNITY RESPONSIBILITY ACITIVITIES	WEIGHTED INDEX (OUT OF 1000)
1	Delhi Public School, Bengaluru North	Bengaluru	Karnataka	1		112.0	111.0	107.5	108.0	106.3	107.5	110.5	104.1	**872.9**
2	Bombay Scottish School, Mahim	Mumbai	Maharashtra	1		111.9	110.5	107.6	107.5	106.1	107.4	111.4	103.5	**871.6**
3	St. Xavier's Senior Secondary School, Raj Niwas Marg	New Delhi	Delhi	1		110.8	110.3	107.5	108.8	103.8	110.8	111.1	101.8	**870.4**
4	Cathedral and John Connon School, Mumbai	Mumbai	Maharashtra	2		109.9	110.8	107.5	108.3	104.0	109.9	110.6	102.8	**868.9**
5	Salwan Public School, Mayur Vihar	Delhi	Delhi	2		109.8	112.0	107.8	108.0	104.1	109.5	106.3	103.0	**867.9**
6	St. Xavier's Senior Secondary School, Jaipur	Jaipur	Rajasthan	1		109.4	111.3	108.2	108.6	103.8	108.5	107.3	102.3	**866.5**
7	Modern School, Barakhamba	New Delhi	Delhi	3		109.3	111.0	108.0	108.4	103.3	108.1	107.4	102.4	**864.9**
8	R.N Podar School, Mumbai	Mumbai	Maharashtra	3		110.5	110.8	107.7	107.9	102.4	107.9	105.0	102.8	**863.3**
9	Bal Bharati Public School, Ganga Ram Hospital Road	Delhi	Delhi	4		110.4	110.6	107.5	108.3	101.6	107.4	104.9	102.6	**861.9**
10	St. Mary's School, Mumbai	Mumbai	Maharashtra	4		110.0	112.2	107.5	108.3	101.3	106.3	103.2	100.7	**860.8**
11	Campion School, Mumbai	Mumbai	Maharashtra	5		109.1	111.3	108.8	107.3	101.3	106.6	105.0	99.0	**859.2**
11	St. Columba's School, Ashok Place	New Delhi	Delhi	5		109.8	111.3	107.9	107.9	100.9	107.0	103.8	99.6	**859.2**
12	Navy Children School, Chanakyapuri	New Delhi	Delhi	6		108.8	108.8	108.5	106.3	102.0	108.8	106.5	101.5	**857.6**
12	Army Public School, Dhaula Kuan	New Delhi	Delhi	6		112.5	111.0	102.5	110.5	100.6	103.9	104.3	101.4	**857.6**
13	Springdales School, Pusa Road	Delhi	Delhi	8		108.3	111.5	108.5	106.8	104.3	101.3	103.0	102.5	**855.6**
13	Little Rock Indian School, Udupi	Udupi	Karnataka	2		109.5	108.5	104.0	107.5	105.1	106.3	107.8	101.9	**855.6**
14	Vidya Mandir Senior Secondary School, Mylapore	Chennai	Tamil Nadu	1		110.4	107.4	106.6	108.0	100.0	105.0	106.6	103.0	**853.5**
14	Shiv Nadar School, Noida	Noida	Uttar Pradesh	1		110.0	108.3	105.3	105.0	103.6	106.8	107.5	100.3	**853.5**
15	Dhirubhai Ambani International School, Mumbai	Mumbai	Maharashtra	6		109.2	110.0	107.5	107.4	95.0	104.1	106.3	101.7	**850.7**
15	The J.B Petit High School for Girls, Mumbai	Mumbai	Maharashtra	6		108.4	108.8	108.8	107.4	97.5	104.4	106.0	101.0	**850.7**

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IIRF-2025 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF SCHOOL	CITY	STATE	STATE RANK		ACADEMIC EXPERIENCE & REPUTATION	CURRICULUM & PEDAGOGY	EXTRA CURRICULAR ACTIVITIES	INFRASTRUCTURE & DIGITAL LEARNING	STUDENTS COUNSELLING & MENTORING	SPORTS EDUCATION & FACILITIES	MANAGEMENT & FACULTY	SOCIAL & COMMUNITY RESPONSIBILITY ACITIVITIES	WEIGHTED INDEX (OUT OF 1000)
16	The Mother's International School, Sri Aurobindo Marg	Delhi	Delhi	9		108.4	107.5	106.9	106.8	100.0	105.0	104.9	101.3	**847.8**
16	Springdales School, Dhaula Kuan	Delhi	Delhi	9		108.0	108.5	106.3	107.5	101.2	102.5	104.4	102.5	**847.8**
17	Bal Bharati Public School, Pitampura	Delhi	Delhi	11		108.5	109.8	103.8	107.8	101.0	101.6	101.5	101.0	**844.6**
17	Ramjas School, New Delhi	New Delhi	Delhi	11		108.8	109.8	105.9	106.3	97.5	101.3	103.0	102.5	**844.6**
18	Army Public School, Jammu Cantt	Jammu	Jammu & Kashmir	1		108.6	109.6	103.2	106.7	99.7	101.3	100.7	101.3	**841.1**
18	Air Force Golden Jubilee Institute, New Delhi	New Delhi	Delhi	13		107.5	109.6	103.3	107.2	99.8	101.3	102.4	101.1	**841.1**
19	Rashtriya Military School, Bengaluru	Bengaluru	Karnataka	3		107.5	108.6	102.5	107.4	96.3	103.0	102.2	101.3	**837.2**
19	French International School Of Pondicherry - Lycée Français International De Pondichéry, Pondicherry	Puducherry	Puducherry	1		108.8	109.6	102.5	107.5	92.5	103.8	102.5	97.5	**837.2**
20	Bal Bharati Public School, Rohini	Delhi	Delhi	14		107.4	108.6	102.8	107.1	92.2	103.8	103.8	98.8	**834.4**
20	Ryan International School, Vasant Kunj	New Delhi	Delhi	14		107.1	108.3	103.6	106.5	94.9	103.8	101.8	98.1	**834.4**
21	Army Public School, BD Bari	Bari Brahmana	Jammu & Kashmir	2		107.2	108.0	103.8	106.1	95.0	102.5	99.9	97.6	**831.7**
21	Future Hope, Kolkata	Kolkata	West Bengal	1		106.9	108.1	103.1	106.7	93.8	103.5	101.6	97.4	**831.7**
22	Eklavya School, Ahmedabad	Ahmedabad	Gujarat	1		107.1	108.1	102.2	105.6	91.3	103.1	101.3	97.5	**827.8**
22	The Mann School, Holambi Khurd	Delhi	Delhi	16		106.9	108.0	102.3	106.0	92.5	102.6	101.1	96.8	**827.8**
23	Jamnabai Narsee School, Mumbai	Mumbai	Maharashtra	8		106.8	107.5	101.9	105.9	90.8	102.5	100.6	100.0	**825.7**
24	Modern School, Vasant Vihar	Delhi	Delhi	17		106.1	107.1	101.6	105.4	91.3	103.8	100.9	98.8	**824.4**
25	The School KFL, Adyar	Chennai	Tamil Nadu	2		107.5	107.3	100.0	104.3	88.8	103.8	102.5	96.3	**821.8**
26	Army Public School, Hisar	Hisar	Haryana	1		107.2	107.0	100.0	101.3	90.0	103.5	102.5	97.5	**819.3**
27	Modern English School, Kahilipara, Guwahati	Guwahati	Assam	1		104.1	104.6	102.8	108.3	89.6	101.0	102.4	97.9	**818.3**

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27	Bharatiya Vidya Bhavan's Bhavan Vidyalaya, Panchkula	Panchkula	Haryana	2		104.1	104.6	104.1	108.5	87.9	100.0	102.5	98.1	**818.3**
28	Vasant Valley School, Delhi	Delhi	Delhi	18		104.0	104.4	102.5	108.3	89.4	100.5	102.1	97.5	**816.6**
28	Ryan International School, Mayur Vihar	Delhi	Delhi	18		103.8	104.3	102.4	108.0	90.1	100.1	102.0	99.4	**816.5**
29	Modern School, Faridabad	Faridabad	Haryana	3		103.5	103.3	102.1	107.8	90.3	100.5	101.4	99.0	**813.9**
29	Villa Theresa High School, Mumbai	Mumbai	Maharashtra	9		103.6	103.6	102.3	107.9	88.9	100.6	101.6	98.8	**813.9**
30	Delhi Public School, Bengaluru East	Bengaluru	Karnataka	4		103.3	102.8	101.9	108.0	88.8	100.0	101.0	98.8	**810.7**
30	St. Mary's School, Safdarjung Enclave	Delhi	Delhi	20		103.0	102.6	101.3	108.6	89.9	100.0	100.8	98.6	**810.6**
31	Ryan International School, Faridabad	Faridabad	Haryana	4		102.8	102.5	100.8	108.4	90.5	99.5	100.4	98.8	**809.1**
31	Smt. Sulochanadevi Singhania School, Mumbai	Mumbai	Maharashtra	10		102.9	102.5	101.0	108.5	89.6	99.9	100.4	98.3	**809.1**
32	Chinmaya Vidyalaya, Virugambakkam	Chennai	Tamil Nadu	3		102.6	102.4	100.6	108.0	89.4	99.1	100.3	97.9	**806.5**
32	Tagore International School, East Kailash	New Delhi	Delhi	21		102.5	102.5	100.4	107.6	91.3	98.8	99.6	97.5	**806.5**
33	CHIREC International School, Hyderabad	Hyderabad	Telangana	1		104.0	100.0	99.6	106.3	90.0	97.7	101.9	100.0	**803.3**
33	Sai Sathya Sai Vidya Vihar, Indore	Indore	Madhya Pradesh	1		103.7	101.9	99.9	105.8	89.5	97.4	100.6	97.5	**803.3**
34	Bluebells School International, Delhi	Delhi	Delhi	22		103.8	99.5	99.5	105.4	91.9	98.3	100.6	95.2	**800.2**
34	Udayachal High School, Vikhroli	Mumbai	Maharashtra	11		103.9	100.0	99.5	105.4	88.8	97.1	102.0	98.8	**800.2**
35	Delhi Public School, Meerut Road	Ghaziabad	Uttar Pradesh	2		103.4	99.5	99.1	104.8	90.0	98.3	101.0	95.1	**797.4**
35	Tagore International School, Vasant Vihar	Vasant Vihar	Delhi	23		103.8	99.4	99.4	105.1	88.6	96.6	103.2	95.0	**797.4**
36	Suryadatta National School, Pune	Pune	Maharashtra	12		103.6	98.8	98.8	104.1	88.2	97.0	101.5	96.3	**793.9**
37	Army Public School, Noida	Noida	Uttar Pradesh	3		103.4	98.6	98.5	104.1	88.3	97.1	100.7	96.6	**792.7**
38	AMS DDMS P Obul Reddy Public School, Hyderabad	Hyderabad	Telangana	2		102.1	99.4	98.4	104.1	90.0	97.5	98.8	95.0	**791.6**

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38	Army Public School, Devlali	Nashik	Maharashtra	13		101.9	99.3	98.1	104.4	89.9	98.6	98.5	94.9	**791.5**
39	Maharaja Agarsain Public School, Ashok Vihar	Delhi	Delhi	24		100.8	99.1	97.1	104.1	89.6	97.5	101.3	94.6	**788.7**
39	Shiva Shiksha Sadan, Sonipat	Sonipat	Haryana	5		103.3	98.9	97.8	102.6	89.6	94.8	100.4	94.3	**788.7**
40	Arya Vidya Mandir, Bandra West	Mumbai	Maharashtra	14		101.3	98.5	97.5	102.5	90.5	94.9	100.0	94.0	**785.0**
40	Delhi Public School, Vasant Kunj	New Delhi	Delhi	25		101.4	98.8	97.5	102.6	87.5	94.3	102.1	96.3	**785.0**
41	Sardar Patel Vidyalaya, Delhi	Delhi	Delhi	26		101.0	98.4	97.4	102.4	88.6	93.8	101.6	93.5	**782.5**
41	Subodh Public School, Jaipur	Jaipur	Rajasthan	2		101.1	98.8	96.8	101.2	88.8	95.4	101.0	93.4	**782.5**
42	Vidyaranya High School, Hyderabad	Hyderabad	Telangana	3		100.9	98.1	96.6	100.8	87.9	94.9	99.1	96.3	**779.2**
42	Greenlawns School, Mumbai	Mumbai	Maharashtra	15		101.0	98.1	97.0	101.1	86.8	94.8	99.3	96.1	**779.3**
43	The Valley School, Bengaluru	Bengaluru	Karnataka	5		100.4	97.5	100.3	100.0	86.3	90.0	98.8	96.3	**775.6**
43	Montfort Senior Secondary School, Delhi	Delhi	Delhi	27		99.7	98.8	98.8	100.3	85.6	91.3	98.5	96.9	**775.6**
44	Delhi Public School, Bopal	Ahmedabad	Gujarat	2		100.1	99.4	100.4	98.5	90.5	88.6	94.8	86.9	**772.9**
44	Blue Bells Model School, Sector 4	Gurugram	Haryana	6		100.0	96.6	99.9	99.8	88.5	90.0	98.4	92.4	**772.9**
45	Padma Seshadri Bala Bhavan Senior Secondary School, Nungambakkam	Chennai	Tamil Nadu	4		102.5	100.0	98.6	98.8	87.5	88.5	90.6	87.3	**770.9**
45	Glendale Academy, Hyderabad	Hyderabad	Telangana	4		100.0	98.4	100.4	101.3	91.3	89.4	88.8	86.3	**770.8**
46	St. Stephen's School, Chandigarh	Chandigarh	Punjab	1		102.1	98.8	98.6	101.0	89.5	87.5	87.1	84.7	**767.8**
46	Bal Bharati Public School, Noida	Noida	Uttar Pradesh	4		102.4	98.6	98.8	99.8	89.3	88.6	86.6	85.5	**767.8**
47	Modern Vidya Niketan, Sector 17, Faridabad	Faridabad	Haryana	7		104.2	97.1	98.6	98.4	88.3	88.4	87.5	83.4	**765.6**
47	Ramjas International School, New Delhi	New Delhi	Delhi	28		103.5	98.8	97.9	95.2	87.2	88.8	91.3	84.9	**765.6**
48	Delhi Public School, Rohini	Delhi	Delhi	29		100.9	99.1	97.9	100.8	84.5	87.5	89.4	85.9	**763.3**
48	Bharatiya Vidya Bhavan Vidyashram, Jaipur	Jaipur	Rajasthan	3		102.0	97.9	97.5	101.4	85.0	89.1	89.9	81.0	**763.3**

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49	Mallya Aditi International School, Bengaluru	Bengaluru	Karnataka	6		101.0	101.8	96.3	98.8	83.8	88.8	85.0	85.0	**761.1**
49	Hans Raj Model School, Punjabi Bagh	Delhi	Delhi	30		99.8	96.3	98.8	97.5	85.5	98.8	84.0	85.6	**761.1**
50	Johnson Grammar School, Hyderabad	Hyderabad	Telangana	5		99.9	99.0	96.3	95.0	85.3	95.0	85.1	87.2	**758.5**
50	Shishuvan School, Matunga	Mumbai	Maharashtra	16		102.8	94.1	95.0	100.4	83.0	96.3	86.3	86.3	**758.5**
51	Bhavan Vidyalaya, Chanigarh	Chandigarh	Punjab	2		102.5	94.6	98.8	94.0	85.5	92.6	84.0	88.1	**755.7**
51	Sanskriti School, Chanakyapuri	Delhi	Delhi	31		101.1	98.8	95.2	92.5	86.5	92.9	84.4	88.3	**755.6**
52	Amity International School, Gurugram	Gurugram	Haryana	8		101.3	96.3	97.9	92.2	86.4	95.0	80.6	85.0	**752.7**
52	Vishwa Bharati Public School, Noida	Noida	Uttar Pradesh	5		103.2	90.6	100.8	92.8	83.8	97.5	81.5	89.0	**752.7**
53	Lotus Valley International School, Gurugram	Gurugram	Haryana	9		101.6	95.1	93.8	88.8	92.0	90.7	87.1	89.1	**750.1**
53	Bharatiya Vidya Bhavan's Atmakuri Rama Rao School, Hyderabad	Hyderabad	Telangana	6		101.1	95.4	95.5	90.5	85.1	95.0	86.9	86.5	**750.1**
54	Vidya Bal Bhawan Sr. Sec. School, East Delhi	East Delhi	Delhi	32		100.5	94.4	95.0	89.4	90.0	90.0	88.1	88.0	**747.2**
54	Sri Sri Academy, Kolkata	Kolkata	West Bengal	2		100.9	93.1	93.4	89.7	91.9	89.4	89.6	90.8	**747.2**
55	Hindustan International School, Chennai	Chennai	Tamil Nadu	5		97.4	95.4	94.0	93.9	89.0	86.9	87.5	90.0	**744.0**
55	Delhi Public School, Faridabad	Faridabad	Haryana	10		96.9	95.0	94.0	93.3	88.8	88.8	89.3	88.9	**744.0**
56	Dnyanpushpa Vidya Niketan CBSE Board, Navi Mumbai	Navi Mumbai	Maharashtra	17		95.3	94.6	94.4	91.3	85.9	96.1	87.9	86.9	**741.2**
56	Poorna Prajna Public School, Vasant Kunj	New Delhi	Delhi	33		96.0	95.9	92.5	92.0	87.0	91.9	88.3	88.4	**741.3**
57	Abacus Montessori School, Chennai	Chennai	Tamil Nadu	6		97.0	94.0	93.3	91.0	84.8	94.8	85.6	86.4	**737.7**
58	City Montessori School, Gomti Nagar	Lucknow	Uttar Pradesh	6		97.5	94.8	92.6	90.0	82.5	96.0	85.0	85.0	**736.4**
59	Kalinga Institute of Social Sciences - KISS School, Bhubaneswar	Bhubaneswar	Odisha	1		94.5	93.8	91.3	90.0	86.6	92.5	91.3	91.3	**735.3**
59	Ryan International School, Noida	Noida	Uttar Pradesh	7		98.3	93.5	92.3	91.0	81.3	92.5	89.0	86.3	**735.3**

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IIRF-2025 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF SCHOOL	CITY	STATE	STATE RANK		ACADEMIC EXPERIENCE & REPUTATION	CURRICULUM & PEDAGOGY	EXTRA CURRICULAR ACTIVITIES	INFRASTRUCTURE & DIGITAL LEARNING	STUDENTS COUNSELLING & MENTORING	SPORTS EDUCATION & FACILITIES	MANAGEMENT & FACULTY	SOCIAL & COMMUNITY RESPONSIBILITY ACITIVITIES	WEIGHTED INDEX (OUT OF 1000)
60	Sishya School, Adyar	Chennai	Tamil Nadu	7		98.6	90.1	90.0	91.3	81.3	92.3	87.3	98.8	**731.7**
60	Chettinad Vidyashram, Chennai	Chennai	Tamil Nadu	7		99.4	90.0	91.3	90.6	82.5	91.0	85.8	96.3	**731.7**
61	The Shri Ram School, Vasant Vihar/Moulsari	Delhi	Delhi	34		101.1	91.8	87.9	89.8	81.1	90.0	82.4	97.0	**728.6**
62	Meenakshi Ammal Global School, Kancheepuram	Kancheepuram	Tamil Nadu	9		101.1	92.8	87.5	88.6	80.8	89.8	80.9	95.8	**726.7**
63	Freedom Valley School, Bardoli	Bardoli	Gujarat	3		96.9	92.5	91.1	87.5	84.9	88.8	80.0	97.1	**725.3**
63	Somerville School, Noida	Noida	Uttar Pradesh	8		96.8	92.5	91.4	87.3	85.4	89.0	80.0	95.9	**725.3**
64	Vidya Niketan School, Bengaluru	Bengaluru	Karnataka	7		93.4	94.9	90.9	86.1	83.6	88.8	80.0	100.9	**722.4**
64	Seth Anandram Jaipuria School, Kanpur	Kanpur	Uttar Pradesh	9		95.0	95.3	90.5	85.8	84.2	87.5	80.0	96.3	**722.4**
65	The Future Kids School, Hyderabad	Hyderabad	Telangana	7		93.1	95.3	89.1	84.3	83.8	90.0	79.2	101.1	**719.4**
65	Amity International School, Noida	Noida	Uttar Pradesh	10		93.3	95.0	90.0	84.8	83.3	88.3	79.9	101.3	**719.4**
66	St. Mark's Sr. Secondary Public School, Meera Bagh	Delhi	Delhi	35		92.8	94.8	89.6	83.8	82.6	88.8	79.4	100.6	**716.1**
66	Billabong High International School, Mumbai	Mumbai	Maharashtra	18		92.3	92.5	89.0	86.3	82.5	88.5	86.9	96.3	**716.1**
67	Shishya BEML Public School, Bengaluru	Bengaluru	Karnataka	8		91.0	93.3	90.0	83.1	83.5	88.5	83.6	99.4	**713.4**
67	St. Thomas' School, Dwarka	New Delhi	Delhi	36		91.3	93.5	89.8	85.0	82.5	89.0	80.1	100.1	**713.4**
68	Vidyashilp Academy, Bengaluru	Bengaluru	Karnataka	9		90.5	93.6	90.0	82.5	82.5	87.6	81.6	98.9	**709.7**
68	Surajkund International School, Faridabad	Faridabad	Haryana	11		90.8	93.5	89.8	82.8	82.8	88.1	80.3	99.3	**709.7**
69	New Era School, Ghaziabad	Ghaziabad	Uttar Pradesh	11		90.0	93.1	89.8	83.0	82.3	87.5	79.9	98.5	**706.7**
69	Gitanjali Senior School, Hyderabad	Hyderabad	Telangana	8		89.8	92.6	89.4	82.9	82.8	87.3	83.8	96.3	**706.7**
70	Heritage Xperiential learning School, Gurugram	Gurugram	Haryana	12		89.1	92.5	88.8	83.4	82.5	86.9	80.0	97.5	**702.8**
70	B.K Birla Public School, Kalyan	Kalyan	Maharashtra	19		88.8	92.3	88.5	83.8	85.0	86.5	81.1	93.8	**702.8**
71	Sri Venkateshwar International School, Sector 18, Dwarka	Delhi	Delhi	37		88.6	91.9	88.3	82.6	82.6	86.1	79.8	97.3	**699.0**

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IIRF-2025 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF SCHOOL	CITY	STATE	STATE RANK		ACADEMIC EXPERIENCE & REPUTATION	CURRICULUM & PEDAGOGY	EXTRA CURRICULAR ACTIVITIES	INFRASTRUCTURE & DIGITAL LEARNING	STUDENTS COUNSELLING & MENTORING	SPORTS EDUCATION & FACILITIES	MANAGEMENT & FACULTY	SOCIAL & COMMUNITY RESPONSIBILITY ACITIVITIES	WEIGHTED INDEX (OUT OF 1000)
71	Aditya Birla World Academy, Mumbai	Mumbai	Maharashtra	20		87.9	91.8	88.6	82.6	83.8	86.3	83.4	91.3	**699.0**
72	Akshar School, Kolkata	Kolkata	West Bengal	3		88.3	91.0	87.8	82.8	82.8	86.3	78.9	96.5	**695.8**
72	Hiranandani Foundation School, Thane	Thane	Maharashtra	21		87.6	90.9	88.4	82.4	82.4	87.6	79.0	96.3	**695.8**
73	Indraprastha World School, Paschim Vihar	Delhi	Delhi	38		87.3	90.0	87.6	82.1	82.8	86.6	80.7	95.6	**693.0**
73	Vasudev C. Wadhwa Arya Vidya Mandir, Bandra (East)	Mumbai	Maharashtra	22		87.5	90.1	88.0	82.4	82.9	86.9	78.0	96.0	**693.0**
74	The Shri Ram School, Aravali	Gurugram	Haryana	13		87.0	89.6	87.4	81.9	82.5	87.0	77.1	95.3	**689.1**
74	Delhi Public School, Nerul	Navi Mumbai	Maharashtra	23		86.9	88.8	87.1	81.7	82.4	86.6	81.1	95.0	**689.1**
75	Asian International School, Howrah	Howrah	West Bengal	4		86.6	89.1	86.8	81.4	81.9	86.3	77.4	94.9	**685.4**
75	The Heritage School, Kolkata	Kolkata	West Bengal	4		86.4	88.8	86.4	81.3	81.5	87.5	79.0	94.5	**685.4**
76	The Heritage School, Rohini	Delhi	Delhi	39		87.5	88.4	85.8	80.8	81.3	83.8	79.3	92.5	**681.6**
76	Lotus Valley International School, Noida	Noida	Uttar Pradesh	12		86.3	88.5	86.1	81.0	81.3	85.8	77.1	94.8	**681.6**
77	Silver Oaks International School, Hyderabad	Hyderabad	Telangana	9		85.6	88.0	85.6	80.5	81.1	85.8	76.4	94.0	**677.8**
77	Delhi Public School, Khajaguda	Hyderabad	Telangana	9		85.5	87.8	85.4	80.3	81.3	85.4	82.5	87.5	**677.8**
78	Chinmaya Vidyalaya, Anna Nagar	Chennai	Tamil Nadu	10		85.1	88.0	85.1	80.8	80.3	85.0	76.0	93.1	**674.8**
78	Delhi Public School, Ruby Park	Kolkata	West Bengal	6		85.0	87.5	84.8	82.5	81.3	86.3	76.3	87.5	**674.8**
79	Bal Bharati Public School, Navi Mumbai	Navi Mumbai	Maharashtra	24		84.8	87.3	85.0	80.0	79.6	85.1	76.3	93.1	**671.9**
79	St. Thomas' School, Dwarka	New Delhi	Delhi	40		85.0	87.0	86.3	80.0	79.1	84.5	76.6	91.1	**671.9**
80	Delhi Public School, DPS - Chandigarh	Chandigarh	Punjab	3		86.3	83.8	84.1	80.0	82.5	83.8	82.8	86.3	**670.2**
80	Delhi Public School, Pune	Pune	Maharashtra	25		85.9	86.3	84.9	79.3	80.0	83.5	79.9	87.5	**670.2**
81	Scottish High International School, Gurugram	Gurugram	Haryana	14		84.4	85.0	83.0	79.3	79.9	87.5	78.9	90.6	**667.3**
81	The Bishop's Co-Ed School, Kalyani Nagar	Pune	Maharashtra	26		85.0	85.3	84.1	77.9	78.3	85.0	81.0	92.0	**667.4**

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82	Delhi Public School, Indirapuram	Ghaziabad	Uttar Pradesh	13		84.4	83.9	82.8	76.9	77.5	92.0	80.0	90.0	**665.1**
83	Shikshantar School, Gurugram	Gurugram	Haryana	15		84.3	83.8	82.0	76.3	79.5	90.0	78.4	89.8	**662.1**
84	Mahavir Senior Model School, Delhi	Delhi	Delhi	41		83.8	83.6	81.3	76.1	79.3	92.3	77.9	88.8	**660.9**
85	The Shishukunj International School, Indore	Indore	Madhya Pradesh	2		83.5	83.0	81.0	78.0	78.8	86.8	78.1	96.3	**659.4**
86	Delhi Public School, Newtown	Kolkata	West Bengal	7		83.8	81.9	81.1	76.3	76.3	88.8	85.6	88.8	**657.9**
86	Sat Paul Mittal School, Ludhiana	Ludhiana	Punjab	4		83.6	80.0	80.0	78.8	78.8	87.5	85.1	92.4	**657.8**
87	Presidency School, Bengaluru	Bengaluru	Karnataka	10		83.5	79.9	79.4	77.8	76.0	90.1	84.1	92.1	**654.9**
88	Strawberry Fields High School, Chandigarh	Chandigarh	Punjab	5		82.5	80.0	79.1	76.3	77.1	90.6	82.1	96.3	**653.4**
89	Neev Academy, Bengaluru	Bengaluru	Karnataka	11		83.0	79.8	78.8	75.6	79.6	90.0	81.4	91.3	**651.8**
89	Delhi Public School, Megacity	Kolkata	West Bengal	8		82.5	78.8	78.8	77.9	80.0	86.3	87.5	88.8	**651.8**
90	Inventure Academy, Bengaluru	Bengaluru	Karnataka	12		82.3	77.4	78.4	77.5	78.8	88.8	88.8	88.8	**650.1**
90	Billabong High International School, Kanpur	Kanpur	Uttar Pradesh	14		82.1	78.8	77.5	74.0	78.8	90.5	88.8	91.3	**650.1**
91	Mata Jai Kaur Public School, Delhi	Delhi	Delhi	42		81.3	76.3	77.1	76.3	77.5	89.5	93.1	91.9	**647.7**
91	Maharana Pratap Education Centre, Kanpur	Kanpur	Uttar Pradesh	15		81.0	75.4	75.3	77.0	78.8	92.5	92.5	92.5	**647.7**
92	Radiant International School, Patna	Patna	Bihar	1		79.8	76.3	77.5	77.5	82.5	90.0	86.9	86.3	**645.1**
92	Delhi Public School, Rewari	Rewari	Haryana	16		82.5	77.5	74.9	76.0	77.5	90.0	88.8	88.8	**645.1**
93	St. Mark's World School, Delhi	Delhi	Delhi	43		78.8	74.4	73.8	78.8	78.8	91.9	92.3	96.0	**643.0**
94	Manav Rachna International School, Faridabad	Faridabad	Haryana	17		78.6	76.3	75.0	76.3	76.5	91.8	92.1	88.6	**640.0**
95	Ryan International School, Gurugram	Gurugram	Haryana	18		78.5	75.6	75.0	76.1	76.3	90.0	92.4	87.3	**636.7**
96	Delhi International School, Dwarka	Dwarka	Delhi	44		78.3	75.4	74.9	75.6	76.3	89.6	92.8	86.8	**635.0**
97	Modern Delhi Public School, Faridabad	Faridabad	Haryana	19		78.0	75.1	75.1	75.5	76.1	91.3	90.3	86.3	**633.8**

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98	Suncity School, Gurugram	Gurugram	Haryana	20		77.5	75.0	75.0	75.0	77.3	90.3	88.5	89.6	**632.5**
99	Sri Sri Ravishankar Vidya Mandir, Kachamaranahalli	Bengaluru	Karnataka	13		77.3	75.0	75.0	74.9	77.0	90.0	88.5	87.4	**630.7**
99	Vibgyor High, Marathahalli	Bengaluru	Karnataka	13		77.5	76.3	77.5	75.0	75.8	86.3	86.5	86.8	**630.7**
100	National Public School, HSR Layout	Bengaluru	Karnataka	15		77.1	75.8	74.5	73.8	73.8	91.3	88.0	86.0	**627.5**
100	Oberoi International School, Mumbai	Mumbai	Maharashtra	27		77.5	75.0	74.2	75.0	73.8	90.0	87.5	88.8	**627.5**
101	Delhi Public School, Barra	Kanpur	Uttar Pradesh	16		77.3	74.9	73.6	73.8	73.8	89.4	89.9	84.9	**624.5**
101	Bannari Amman Public School, Sathyamangalam		Tamil Nadu	11		77.1	76.3	75.0	73.6	75.0	86.6	87.5	82.8	**624.5**
102	The Samhita Academy, Bengaluru	Bengaluru	Karnataka	16		77.5	73.1	74.0	73.8	74.9	86.3	91.3	87.4	**622.9**
102	Step by Step School, Noida	Noida	Uttar Pradesh	17		78.1	73.1	74.3	73.4	75.0	86.1	89.1	88.4	**622.8**
103	Vega School, Gurugram	Gurugram	Haryana	21		77.9	73.3	76.6	75.5	74.1	82.5	86.3	85.3	**620.8**
103	The Maurya School, Gurugram	Gurugram	Haryana	21		77.5	73.1	76.9	76.9	76.5	80.0	86.0	83.8	**620.8**
104	Suchitra Academy, Hyderabad	Hyderabad	Telangana	11		76.8	76.4	75.3	75.6	75.1	80.8	82.5	82.4	**618.3**
104	Gyanshree School, Noida	Noida	Uttar Pradesh	18		76.3	74.9	76.1	75.1	76.3	80.6	84.8	83.3	**618.3**
105	Podar International School, Santacruz West	Mumbai	Maharashtra	28		76.3	75.4	75.1	74.4	74.9	79.8	82.3	87.1	**615.3**
105	Singapore International School, Mumbai	Mumbai	Maharashtra	28		76.3	75.6	74.8	75.6	76.7	78.8	80.0	86.3	**615.3**
106	IES Public School, Bhopal	Bhopal	Madhya Pradesh	3		76.1	75.4	74.8	74.6	74.9	80.5	79.8	84.6	**612.9**
106	Mangadu Public School, Chennai	Chennai	Tamil Nadu	12		76.9	75.9	74.4	75.6	75.2	79.4	78.3	82.3	**612.9**
107	Shiv Nadar School, Gurugram	Gurugram	Haryana	23		77.3	75.3	75.6	75.6	75.3	76.8	77.4	79.6	**610.3**
108	Vani Vidyalaya Senior Secondary and Juinior College, Chennai	Chennai	Tamil Nadu	13		76.6	76.9	75.4	76.9	75.7	74.7	75.0	77.5	**609.2**
108	The Newtown School, Kolkata	Kolkata	West Bengal	9		77.5	75.6	75.9	76.3	73.8	75.9	76.0	79.1	**609.2**

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109	KIIT World School, Gurugram	Gurugram	Haryana	24		76.3	76.6	75.6	73.9	75.8	75.0	74.6	78.1	**605.9**
110	Excellencia Infinitum School, Hyderabad	Hyderabad	Telangana	12		75.6	76.3	75.4	74.0	76.3	74.3	74.5	80.6	**604.8**
110	The Kalyani School, Pune	Pune	Maharashtra	30		76.0	75.9	74.4	74.4	75.9	75.9	75.0	79.4	**604.8**
111	The Shri Ram Universal School, Nanakramguda	Hyderabad	Telangana	13		75.0	75.4	76.5	73.6	75.8	73.8	73.3	80.9	**601.9**
111	Adhiyaman Public School, Uthangarai	Uthangarai	Tamil Nadu	14		75.9	75.9	75.6	76.1	74.1	72.9	72.2	78.8	**601.9**
112	Vishwa Vidyapeeth, Yelahanka	Bengaluru	Karnataka	17		76.8	73.5	73.5	75.5	76.3	73.8	70.0	82.3	**598.7**
112	Kunskapsskolan International, Gurgaon	Gurugram	Haryana	25		75.0	74.4	75.4	75.5	74.4	73.8	72.4	80.0	**598.8**
113	Shri Jain Public School, Bikaner	Bikaner	Rajasthan	4		75.0	73.9	73.9	73.7	74.4	75.0	72.9	80.0	**595.8**
113	DBRA School Of Specialized Excellence, Dwarka	Dwarka	Delhi	45		76.3	72.9	73.1	73.5	74.9	75.9	72.5	79.6	**595.8**
114	Delhi Public School, Azaad Nagar, Kanpur	Kanpur	Uttar Pradesh	19		74.9	74.4	73.9	71.9	71.3	73.6	72.5	83.5	**592.2**
115	Dr. Pillai Global Academy, Mumbai	Mumbai	Maharashtra	31		75.0	75.6	71.9	73.1	71.1	72.5	72.4	79.8	**590.6**
116	Jamnabai Narsee International School, Mumbai	Mumbai	Maharashtra	32		73.8	75.5	74.3	74.6	70.0	72.5	70.0	76.3	**588.8**
116	Elpro International School, Chinchwad	Pune	Maharashtra	32		75.0	73.1	72.8	73.1	73.6	73.8	71.0	77.5	**588.8**
117	Mount Carmel Global School, Hyderabad	Hyderabad	Telangana	14		75.6	71.9	71.6	70.6	73.6	73.8	71.9	78.8	**585.2**
118	Maheshwari Public School, Jaipur	Jaipur	Rajasthan	5		75.0	73.1	71.9	69.4	75.0	71.3	72.5	76.3	**583.8**
119	Podar International School, Ojhar	Nashik	Maharashtra	34		75.0	73.1	73.1	69.2	72.5	72.8	70.1	73.8	**581.8**
119	Podar International School, Mira Road	Thane	Maharashtra	34		74.9	73.0	69.4	70.4	74.6	73.6	72.4	73.8	**581.8**
200	The Green School, Bengaluru	Bengaluru	Karnataka	18		75.0	73.0	72.0	71.9	71.3	70.9	70.0	73.8	**580.2**
200	Sanskaram Public School, Jhajjar	Jhajjar	Haryana	26		75.0	71.9	73.1	71.9	71.0	71.1	70.3	74.6	**580.2**

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MATHEMATICS CHALLENGE

CMT – SERIES PROBLEMS – by GANIT MATH (गणित मठ)

CMT-2020/63:

If

$$\frac{\tan^2(\alpha)}{\tan(\alpha)+\tan(2\beta)}+\frac{\tan^2(2\beta)}{\tan(2\beta)+\tan(3\gamma)}$$

$$+\frac{\tan^2(3\gamma)}{\tan(3\gamma)+\tan(\alpha)}=\frac{\sqrt{5}-1-\left(2-\sqrt{3}\right)\sqrt{10+2\sqrt{5}}}{\sqrt{10+2\sqrt{5}}+\left(2-\sqrt{3}\right)\left(\sqrt{5}-1\right)}$$

then,

$$\frac{\tan^2(\alpha)}{\tan(\alpha)+\tan(3\gamma)}+\frac{\tan^2(2\beta)}{\tan(2\beta)+\tan(\alpha)}$$

$$+\frac{\tan^2(3\gamma)}{\tan(3\gamma)+\tan(2\beta)}-\tan 3^\circ=?$$

CMT-2020/64:

If α and β are two distinct real roots of the equation

$$a\sec\theta+b\tan\theta+c=0$$

then find the value(s) of the following in terms of a, b and c:

$$\frac{\sin\alpha-\sin\beta}{\cos\alpha+\cos\beta}$$

where, $a\neq 0, -\frac{\pi}{2}<\alpha,\beta<\frac{\pi}{2}$.

Answers:

CMT-2020/61: $\frac{2}{p}$ CMT-2020/62: $\frac{1}{101}$

Answers will be published in the next issue. You can ask any queries and send your solution to: Email: ganitmath.india@gmail.com, M: +91 8826337312.
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If $x^2+y^2=\alpha$ and $xy=\beta$, then find the value of: $x^{16}+y^{16}, x^{15}+y^{15}$ and $x^{12}+y^{12}$ in terms of α and β in the simplest form.

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