

# School

UNIQUE  
EDUCATION  
JOURNAL



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An EdTech Evangelist and Seasoned Content & Communication Leader with Global Outreach.  
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*Discusses about the roles and responsibilities of teachers. A teacher can be anyone who is teaching any level of classes, curriculum, college, or university.*

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Ira Global School, Mumbai

*We often say that it is the future of the world, but we must also recognize that sustainability is the future of our lives.*

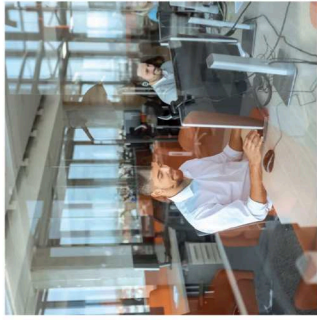
## Ms. Abhilasha Sandeep

Explains about English speaking through narratives

*When we talk about narratives, it is the stories that come to our mind usually.*

*We have heard stories from our elders which are retained and engrained in our mind.*

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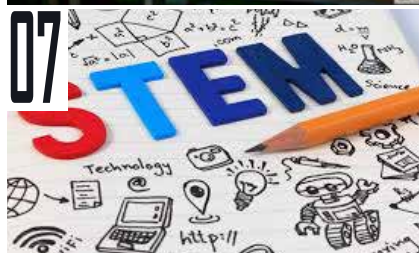
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## The Critical Role of Science Laboratories in Education

Science laboratories are indispensable to meaningful education. They transform theoretical instruction into tangible experience, allowing students to test, observe, and internalize scientific principles. Practical work in labs cultivates precision, critical inquiry, and analytical skills. It develops a scientific temperament by encouraging students to question, investigate, and derive conclusions independently. In an era where innovation drives progress, exposure to laboratory work ensures that students are not mere recipients of knowledge but active participants in the process of discovery.

### Innovation Clubs: Nurturing Creativity and Problem-Solving

Innovation clubs provide a dynamic space for students to move beyond prescribed curricula. They foster creativity, collaboration, and entrepreneurial thinking by encouraging students to develop original ideas, create prototypes, and solve real-world problems. Such platforms promote interdisciplinary learning across science, technology, engineering, arts, and mathematics (STEAM). In the process, students acquire



essential twenty-first-century skills — leadership, resilience, adaptability, and critical problem-solving — equipping them to navigate an increasingly complex world.

### Preparing Students for a Changing World

Science laboratories and innovation clubs serve as early incubators of talent and passion. They enable students to apply theoretical knowledge to practical challenges, bridging the critical gap between education and industry. These experiences nurture independent thinkers who are capable of innovation and invention. Early exposure to hands-on experimentation and creative problem-solving shapes future scientists, technologists, entrepreneurs, and leaders who will drive societal progress.

### Fostering a Culture of Innovation and Excellence

Schools that prioritize the development of well-equipped laboratories and active innovation clubs signal a commitment to excellence. They cultivate an environment where inquiry, creativity, and perseverance are valued as much as academic performance. By embedding innovation at the heart of education, schools prepare students not only for examinations but for the demands of a rapidly evolving global landscape. In doing so, they lay the foundation for a future driven by knowledge, innovation, and visionary leadership.





# Teaching, Leading, and Social Justice

**GOP-led states push for control of school aid as Trump promises a smaller federal role in education**

**G**overnors in several Republican-led states are pressing the Trump administration to cut strings attached to their federal education money, a goal conservatives

have long dreamed of that now appears within reach as President Donald Trump moves to dismantle the Education Department.

Iowa put itself forward as a test case this month, asking the Education Department to consolidate its federal aid into a single grant — called a “block grant” — with few spending requirements. Oklahoma submit-

ted a similar request, asking for more flexibility to steer federal money toward areas including private school and religious education options. The idea has failed to gain support in Congress in the past, but Iowa and Oklahoma are suggesting the Trump administration has the power to act alone.

Source: <https://centerx.gseis.ucla.edu>



The development was implemented to apply heavier scrutiny to the international education sector of the country. (File Photo)

## Canada removes field of study requirement in PGWP for international students

**The change will apply to those international students who had applied for a study permit after November 1, 2024, to pursue a college bachelor's or master's degree programme in any Canadian college.**

**T**he Government of Canada's Immigration, Refugees, and Citizenship department has eased the post-graduation work permit (PGWP) for international students by removing the field of study requirement. The requirement was put in place in 2024 for Canadian colleges, but not for universities. The development was implemented to apply heavier scrutiny to the international education sector of the country.

The CEO of Canadian Bureau for International Education, Larissa Bezo, confirmed the development saying that the graduates of college degree programmes in the country will no longer be required to meet the PGWP field of study requirement.

In a LinkedIn post by Bezo she said, “These students must prove their English or French language skills with a minimum level of Canadian Language Benchmarks (CLB) 7 in English or Niveaux de compétence linguistique canadiens (NCLC) 7 in French in all 4 language areas.”

Also, the change will apply to those international students who had applied for a study permit after November 1, 2024, to

pursue a college bachelor's or master's degree programme in any Canadian college.

### What is the new PGWP eligibility?

Graduates in any bachelor's or master's programme from any Canadian college can apply for PGWP, once they meet the revised eligibility:

- Language proficiency
- University graduates (bachelor's, master's, doctoral): CLB 7 or NCLC 7
- College programme graduates: CLB 5 or NCLC 5
- These requirements apply to PGWP applications submitted after November 1, 2024.

### Is there any special exemption or any considerations?

Certain students are not subject to these new restrictions, including:

- Students who commenced their studies before November 1, 2024 – No limitations based on the field of study apply.
- Flight school graduates – Remain eligible for PGWP without any restrictions related to language proficiency or field of study.
- Programs under curriculum licensing agreements (effective after May 15, 2024)
- Generally, these programs do not qualify for PGWP.

### What is the duration for the work permit?

The duration of a student's work permit

depends on the length of the completed programme. For a programme lasting between 8 months and 2 years, the work permit is issued for the same duration as the programme. If the programme is 2 years or longer, the student can apply for a three-year work permit. In cases where multiple programmes are completed, the total duration may be considered under certain exceptions.

### What to do after passport expires before your PGWP?

Students have to ensure that the passport remains valid for the entire duration of their PGWP eligibility before applying. The work permit will only be issued for as long as your passport is valid, as mentioned on the website. If the passport expires before the full eligible period, they can apply for a PGWP extension. To extend the PGWP, they will have to obtain a new passport with the required validity and then submit a paper application for the extension.

Source: <https://indianexpress.com>



Year Five pupils take part in a maths class at Greenacres Primary Academy in Oldham, northern England on September 02, 2020. (AFP via Getty Images)

## Boys in England significantly outperforming girls in maths for first time in decades

**Girls' lack of confidence studying maths and science could be impacting their results, academics warn**

**B**oys in England are significantly outperforming girls in maths and science, according to a new study that shows an emerging gulf between pupils in the past four years.

Research from University College London (UCL), published by the Department for Education, shows that a huge disparity emerged between boys and girls in maths education in 2023 - ending years of similar results since 2003.

Academics used data from over 12,000 schools in 59 countries to generate a maths and science performance scale for pupils from year 5 and year 9.

The study found that in 2023 there was a 26-point difference between boys' and girls' performance in maths in England, a stark change from 2019, when there was just a two-point difference. The finding reverses nearly two decades of relative parity between the genders in maths.

The 2023 gap in England was the largest out of any participating country, UCL academics said. But the emerging trend of boys outperforming girls in these subjects was also apparent in the US, Canada and Australia.

Boys also significantly outperformed girls in science in year 9 - with a 14-point lead - compared to 2019 when there was a three-point advantage. Scores for science

in year 5 were not significantly different to each other, the study found.

While year 5 performance by gender in science has been equal for the past two decades, year 9 boys and girls only achieved equal results in 2011. As of 2023, boys are now firmly back in the lead in that age group.

Dr Jennie Golding, from UCL's faculty of education and society, said: "Over the last 20 years, boys and girls have achieved similar scores in both mathematics and science.

"It is difficult to say exactly why this gap has opened up, but our findings point to some factors including confidence, a sense of belonging and absenteeism. However, more research is needed to understand the reasons fully and address this problem".

The study found that across both year groups in maths, and in year 9 science, boys were more confident about the subjects than girls.

Boys were also more likely to say that they wanted to study maths after secondary school, or say they wanted to do a job in the future that involved mathematics. These results were more mixed for science. Researchers also found that year 5 and year 9 pupils who were or had been on free school meals were likely to be doing worse in maths than those who weren't eligible.

For pupils in England, the more books a

child had at home, the better they were likely to do at maths.

English students were less likely than Canadian, American or Australian children to report being hungry when they arrived at school - with Japan leading standards internationally on year 5 children feeling satiated at school.

UCL academics calculated that pupils in England performed better than the international average in maths and sciences.

Countries that have consistently performed better over time than England in maths and science scoring are Taiwan, Hong Kong, Japan, Republic of Korea and Singapore.

Schools Minister Catherine McKinnell said: "High and rising standards are at the heart of this government's Plan for Change, which will break the link between background and success so every child can achieve and thrive.

"This report reinforces the baked-in inequalities that remain in our education system, with disadvantaged pupils continuing to trail behind their peers.

"That's why we will continue to promote STEM subjects, especially among girls, through a range of initiatives and, more broadly, have launched the independent, expert-led Curriculum and Assessment Review to look at how to make sure all children receive a cutting-edge school experience and an excellent foundation in maths no matter their background."

Source: <https://www.independent.co.uk>

**F**or years, Australia has been a popular destination for Indian students seeking to pursue higher studies, especially in the IT sector. However, a recent Reddit post has provoked widespread debate by bringing out the not-so-glamorous side of student life in Australia. From exorbitant rentals and bland lectures to challenges in finding industry place-

## Indian student's blunt take on studying in Australia goes viral

**A Reddit post from an Indian student shed light on the struggles international students face in Sydney, from high living costs to academic dissatisfaction and job market woes.**





ments, the post is a far cry from the dream that many students have.

The Redditor, a third-year Indian IT student at one of Sydney's universities, was frank in articulating his grievances. Anticipating high-class education and employment opportunities, they found themselves fighting to pay for the high costs of housing, settling for mediocre experiences in school, and working poor-quality jobs barely sufficient to afford a living.

Compounding the difficulty is an element of social isolation. Although Australians tend to be friendly, the students characterise interactions as superficial, so it is hard to establish close friends.

"I feel tolerated, not included," they added, highlighting that most local students maintain their current groups of friends, which makes integration difficult for new students.

### CASUAL RACISM AND A WEAK CAMPUS CULTURE

The student also mentioned casual racism as an issue, recounting experiences

of ingrained microaggressions, smirking, and belittling demeanour. This, combined with Sydney's fairly compact population, makes one feel isolated—particularly those who are introverted by nature, they noted.

Though there is a large Asian population in Sydney, true friendships take work, and the general campus life feels disjointed. Most students are commuters and not on-campus residents, and housing on campus is both limited and costly.

### INFERIOR ACADEMICS AND HIGH TUITION FEES

Perhaps the biggest shock in the post was the sense of inferior quality in IT studies. Lectures, in the student's view, come across as old-fashioned, and tutors simply read from slides.

With the outrageous fees international students pay, the student compared it to expensive YouTube tutorials.

### JOB MARKET STRUGGLES AND LIMITED CAREER OPPORTUNITIES

Even with the thriving tech scene in Australia, finding relevant job opportunities is the biggest challenge. Most jobs have a prerequisite for permanent residency or existing local work experience, hence limiting international students to a few avenues.

Without sufficient internships and industry networks, graduates find themselves working in grocery stores, malls, or as delivery

personnel rather than securing technology jobs.

As of 2024, 118,109 Indian students are studying in Australia. India was the second-largest source of international students in September 2023 and comprised 16% of the total foreign student population in the country. But these figures don't always prove to be career-worthy for all.

### DATING AND SOCIAL LIFE

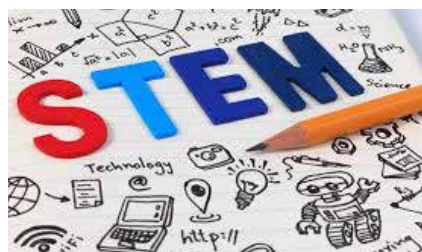
Apart from studies and employment, the student also spoke about the dating world. Calling it tough, they mentioned that people skills and self-confidence are the key. While Australian women seem to be "in-different," outgoing and communicative people may have a higher chance.

Still, cultural norms are far behind those in India, the UK, or the US, which makes social adjustment even more challenging. Looking back on their experience, the student jokingly concluded that enrolling in a coding bootcamp in India and marrying a neighbour's daughter may have been a preferable option. The sentiment was shared by many Reddit users, most of whom concurred that social norms in Western nations tend to value politeness over authentic relationships.

Although most Indian students still do well in Australia, this viral post reminds us that there are realistic expectations when deciding to study overseas.

Published By Shruti Bansal

Source: <https://www.indiatoday.in>



**T**he National Education Policy (NEP) 2020 aims to transform and improve the quality of education in the country and to provide a standard of education that is inclusive, equitable, and of high quality, empowering learners for the future and contributing to national development. NEP 2020 also promotes research and innovations by Higher Education Institutes (HEIs) by setting up

## Higher education institutions in the country in STEM

start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.

In alignment with NEP 2020, the Ministry of Education has taken several initiatives to enhance quality of education in HEIs.

Government of India also provides financial support to State Governments under Rashtriya Uchchatar Shiksha Abhiyan (RUSA)/ Pradhan Mantri Uchchatar Shiksha Abhiyan (PMUSA) scheme under three

components namely, "Enhancing Quality and Excellence in select State Universities", "Infrastructure Grants to Universities" and "Multi-Disciplinary Education and Research Universities (MERU)" for improvement in Higher Education.

All India Council for Technical Education (AICTE), a statutory body under the Ministry of Education, grants approval for conducting courses in Technical Education at diploma, undergraduate and post graduate levels to Technical Institutions, Institutions deemed to be Universities and standalone institutions. To enhance qual-

ity of technical education, AICTE has taken several steps including:

- Model Curriculum has been developed in areas such as Artificial Intelligence, Data Science, Space Technology, Electronic Engineering (VLSI Design and Technology), Robotics and Artificial Intelligence etc. Due representation of Industry stakeholders is ensured in the curriculum revision committees.
- Memoranda of Understanding (MoU) with leading industries and organisations have been signed to facilitate internship, skilling and upskilling of students and faculty members.
- Issued model internship guidelines for technical courses. Internship is mandatory component of Model Curriculum issued by AICTE for different courses. These guidelines provide internship in full-time or part-time.
- Industry Academia Mobility framework launched by AICTE to facilitate connect between theoretical knowledge and practical application, facilitating collaboration between academia and industry. Additionally, it provides for frameworks for industry-academia partnership, encouraging mutually beneficial engagements that enrich both parties.

(b) to (d) Government has taken various measures to promote accessibility and affordability of Higher Education in the country.

Ministry of Education launched SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) Portal in July 2017 to make high-quality content available to learners free of cost with the approach of “Anyone, Anywhere, Anytime Learning”. The portal has more than 5.1 crore enrolments since its inception.

Ministry of Education has launched PM Vidyalaxmi, a new central sector scheme on 6th November 2024, to ensure that no student is denied the opportunity to pursue higher education due to financial constraints. Under the scheme, collateral-free and guarantor-free education loan is provided to all the students, including female students, who get merit-based admission in top Quality Higher Education Institutions (QHEIs) and who desire to avail the education loan. Further, for students with annual family income up to ₹ 8 lakh, the scheme provides 3% interest subvention on loans up to ₹ 10 lakhs. Up to one lakh fresh students not getting any other scholarship or interest subvention on education

loan will get this interest subvention.

University Grants Commission (UGC) provides scholarship under “National Scholarship for Post Graduate Studies (NSPG)” scheme to students pursuing Post Graduate Programs. UGC is also providing fellowships to pursue Ph.D. in all disciplines including STEM education, under UGC NET-Junior Research Fellowship and Savitribai Jyoti Rao Phule Single Girl Child Fellowship. With a view to improve female enrolment in the Undergraduate Programmes in Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs), supernumerary seats were created which increased the female enrolment from less than 10% to more than 20%.

Further, Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs) also provide 100% tuition fee waiver for SC/ST/PwD undergraduate students. Besides, the most economically backward students (whose family income is less than Rs.1.00 lakh per annum) gets full remission of the fee and the other economically backward students with family income between Rs.1.00 lakh to Rs.5.00 lakh get 2/3rd fee remission.

The National Credit Framework (NCrF) has been developed as a comprehensive credit accumulation & transfer framework encompassing elementary, school, higher, and vocational education & training. NCrF integrates creditization of learning in various dimensions i.e. academics, vocational skills and experiential learning including relevant experience and proficiency/professional levels acquired. The NCrF provides for creditization of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction and establishes academic equivalence between vocational & general education while enabling mobility within & between them.

The University Grants Commission (UGC) has formulated guidelines for introduction of Apprenticeship Embedded Degree Programmes by HEIs to provide practical exposure during the course of study with the aim to enhance competencies of the graduates.

With an aim to augment employability of students/learners, the Ministry of Education provides apprenticeship through “National Apprenticeship Training Scheme (NATS)”, which is a flagship scheme of Government of India, for on-the-job training and skilling of Indian youth. It is im-

plemented by the Ministry of Education through four regional Boards of Apprenticeship Training/Practical Training (BoATs/BoPT) located at Mumbai, Kanpur, Chennai and Kolkata. Under the Scheme apprenticeship and training is provided to fresh graduates, diploma holders and degree apprentices. The prescribed minimum stipend for Graduate/Degree apprentices is Rs 9,000 per month and for Technician/Diploma apprentices is Rs 8,000 per month. Government of India provides 50% of the prescribed minimum stipend for apprentices. The Ministry of Education launched NATS 2.0 portal to bring students, industry and HEIs on single platform. Through NATS 2.0 portal, the government has started disbursing its share of the stipend through Direct Benefit Transfer (DBT) mechanism. During the last 5 financial years over 8.72 Lakh apprentices were benefitted under NATS through a total financial assistance of Rs 1298 crore for stipend. During 2024-25 the scheme has benefitted 4.82 lakh students till date through financial assistance of over Rs 729 crore.

To promote research ecosystem in the country, in pursuance to the Budget Announcement 2018-19, the Government had approved Prime Minister’s Research Fellowship Scheme (PMRF) with total financial outlay of Rs. 1650.00 Cr. The scheme aimed to attract the best and brightest minds to pursue high – quality research in India’s premier academic institutions with enhanced financial support. Under first phase of PMRF, 3688 scholars are admitted. The first phase of PMRF has led to better outcomes of research and thus, 10,000 fellowships have been announced under PMRF in Budget 2025-26 for technological research with enhanced financial support.

The Government has approved establishment of three Centres of Excellence (CoE) in Artificial Intelligence (AI); one each in the areas of health, sustainable cities and agriculture; with a total financial outlay of Rs. 990.00 Cr over the period of FY 2023-24 to FY 2027-28.

42 Centrally Funded Institutions including 8 Central Universities, 7 IITs and 8 IIMs were added in last ten years from 2014 to 2024.

The information was given by the Minister of State for Education, Dr. Sukanta Majumdar in a written reply in the Rajya Sabha today.

Source: <https://www.education.gov.in>



## News Flash

### Himachal Pradesh government elevates Directorate of Elementary Education to School Education

**T**he Himachal Pradesh government has approved the elevation of the Directorate of Elementary Education to the Directorate of School Education, which will now oversee education from pre-nursery to Class 12.

"The State Cabinet in its meeting held here today under the Chairmanship of Chief Minister Thakur Sukhvinder Singh Sukhu approved the elevation of the Directorate of Elementary Education to the Directorate of School Education for overseeing education from pre-nursery to Class 12," as per an official release.

The Directorate of Higher Education will now manage colleges and look after all aspects of higher education. This restructuring is part of the government's ongoing reforms aimed at improving the administration and efficiency of the education system.

The Cabinet also decided to amend the

Right of Children to Free and Compulsory Education, Himachal Rules, 2011, to conduct examinations at the end of the fifth and eighth classes. If a child fails to meet the promotion criteria, students will be given the additional opportunity for re-examination within two months from the date of declaration of results.

"The Cabinet gave its nod to purchase 297 Type-I Electric buses and 24 air conditioned Super luxury buses in Himachal Road Transport Corporation to facilitate the commuters," the release read.

The Cabinet also decided to introduce the Himachal Pradesh Scheme of State Award for Teachers in the Technical Education Department. Under this scheme, 10 awards will be conferred across six categories, including three awards for Best Teacher (ITI level), two each for Research Excellence and Innovation Award (Degree level) and Industry Collaboration Award (Polytechnics and ITIs), and one each for Best Teacher (Polytechnics level), Best Teacher

(Pharmacy College level), and Best Teacher (Engineering College level). The awards will be based on the nominee's performance in academic excellence, research and development, community engagement and outreach, sponsored research, and industry-academia collaboration.

"The Cabinet has also decided to allow the issuance of bonafide Himachali certificates to abandoned and surrendered children who have been living in Child Care Institutions in Himachal Pradesh for 15 years or more, enabling them to apply for jobs and avail benefits under various state government schemes," the release read.

It also approved the purchase of vehicles to enhance monitoring and enforcement against illegal mining activities in the state.

"The Cabinet gave its nod to give Government guarantee in favour of HPPCL to raise a term loan of Rs. 1000 crore for execution of Shongtong-Karchham Hydro Power Project in the State," the release read. (ANI).

Source: <https://www.babushahi.com/>



Maharashtra Education Minister Dada Bhuse. (Express File Photo)

**M**aharashtra school education minister Dada Bhuse said the CBSE curriculum will be implemented in the state till Class 12 by 2028. Making a statement in both houses of the state legislature, Bhuse said the new curriculum will come into force for standard one from 2025 and cover all the classes till 12th in 2028.

"In 2026, standards 2, 3, 4 and 6th will be covered, while 2027 will cover standards 5th, 7th, 9th and 11th. In 2028, 8th, 10th

### Maharashtra to introduce CBSE curriculum from Class 1 in 2025, expanding to all grades by 2028

and 12th will be covered," Bhuse said.

The work on producing Class I text books as per the new curriculum is in progress and Balbharti has been entrusted with the task of making necessary changes in the curriculum of the state education board, he added. "The new curriculum will focus on continuous and comprehensive evaluation and not just the final examinations. It will help development of soft skills of the students and the will help to disseminate quality education. The CBSE curriculum will help students to prepare better for competitive examinations," he said.

**Maharashtra school education minister Dada Bhuse announced the CBSE curriculum will be implemented until Class XII by 2028, with new textbooks focusing on practical knowledge and technology integration.**

The statement was made after the decision was criticised. The minister, however, justified the decision saying the new text books by BalBharati will be giving practical knowledge to the students with focus on technology.

Source: <https://indianexpress.com/>

**T**he Uttar Pradesh government, under the leadership of Chief Minister Yogi Adityanath, presented the Budget for the financial year 2025-26. Finance Minister Suresh Kumar Khanna outlined an expenditure plan of Rs 8.08 lakh crore, with a strong emphasis on education, infrastructure development, and job creation. The budget aims to fulfil electoral promises while catering to various societal segments, including students, women, farmers, and the underprivileged. A significant highlight of the budget is the allocation of 13% of the total expenditure to the education sector. This commitment underscores the state's dedication to en-

# Uttar Pradesh Budget 2025 Allocates 13 Percent for Education

hancing educational infrastructure, technology, healthcare, and manufacturing. A Center for Advanced Skill Development will also be established to prepare students for high-demand industries. The state government has allocated Rs 30,000 crore for educational infrastructure

tal platforms to enhance educational accessibility in rural areas.

Recognising the importance of sports in education, the budget includes funding for new sports academies across multiple districts. The government also plans to establish specialised coaching centres for cricket, badminton, and football while implementing a Sports Quota in higher education institutions to support student-athletes.

To align with global educational advancements, the government is investing in e-learning platforms and digital laboratories. Innovation hubs will be established in major cities such as Lucknow, Varanasi, and Agra to foster research and creativity among students.

On a national scale, the education budget for 2025-26 has been increased to Rs 50,077.95 crore, up from Rs 47,619.77 crore in the previous year. The national budget includes provisions such as:

Rs 2,160 crore for student financial aid  
Rs 681 crore for Digital India e-learning expansion

Rs 327 crore for research and innovation  
Rs 11,349 crore for Indian Institutes of Technology (IITs)

Rs 3,335.97 crore for the University Grants Commission (UGC)

Rs 5,473.87 crore for National Institutes of Technology (NITs)

The Uttar Pradesh Budget 2025-26 lays a strong foundation for educational and employment growth in the state. By creating 92,000 new jobs, expanding technical and vocational education, and enhancing educational infrastructure, the budget ensures that students receive quality education while gaining relevant skills for the evolving job market. The initiatives in this budget reflect the government's commitment to empowering youth, promoting gender equality in education, and strengthening Uttar Pradesh's educational framework. As the state advances towards digital transformation and skill-oriented education, these initiatives promise to shape a brighter future for its students and workforce.

Source: [www.digitallearning.eletsonline.com](http://www.digitallearning.eletsonline.com)



hancing educational infrastructure, expanding higher education, and fostering skill development among youth.

To promote higher education among girls, the government has introduced the Rani Laxmibai Scooty Yojana, under which eligible female students will receive scooters. A budgetary provision of Rs 400 crore has been earmarked for this initiative, aiming to improve accessibility to education for young women across the state.

A cornerstone of the education budget is the creation of 92,000 new jobs, encompassing positions for teachers, administrative staff, and professionals in public sector undertakings (PSUs). The government is also investing in skill development programs to enhance employability among the youth in both urban and rural areas.

Recognising the importance of vocational training, the budget provides for the establishment of seven new Industrial Training Institutes (ITIs) and five new polytechnic colleges. Additionally, the Vishwakarma Skill Institute will expand its operations to train students in emerging sectors such as

enhancement. This funding will be utilised for the construction of new classrooms, digital laboratories, and sports facilities. Furthermore, 5,000 schools will receive digital classrooms, and new sports complexes will be built to encourage physical education and holistic student development.

To expand higher education opportunities, the government will establish 10 new universities and 15 new colleges, with a particular focus on promoting women's education and rural accessibility. Special attention will be given to the establishment of Agriculture and Science Institutes, aligning education with the state's economic needs. Additionally, a scholarship program will be launched to support girls pursuing technical education.

To bridge educational disparities, the budget introduces several measures for marginalised communities. These include scholarships, free textbooks, and financial assistance for students from economically weaker sections. Furthermore, the state will deploy mobile learning units and digi-



**Thangam Thennarasu, the Minister for Finance, said the state would provide the financial assistance that the Union government is refusing to extend to the School Education Department citing the language policy row.**

## Tamil Nadu Budget 2025: Rs 55,261 crore allocated for education department

The Tamil Nadu government has allocated Rs 55,261 crore to the School and Higher Education Department for the financial year 2025-26. This includes ₹46,767 crore for School Education and ₹8,494 crore for Higher Education. Presenting the budget in the Legislative Assembly on March 14, Tamil Nadu's Minister for Finance, Environment, Climate Change, and Forests, Thangam Thennarasu, emphasized the government's commitment to education. This marks the last full budget by the Dravida Munnetra Kazhagam (DMK) government before the state elections in 2026. Under the Perasiriyar Anbazhagan School Development Scheme, Rs 1,000 crore has been earmarked to improve infrastructure in government schools, including the construction of additional classrooms, science laboratories, and drinking water facilities. To modernise education, the government will upgrade computer labs in 2,000 schools at a cost of Rs 160 crore and enhance 880 hi-tech laboratories at Rs 56 crore. Additionally, smart classrooms will be introduced in 2,676 government schools, with an estimated allocation of Rs 65 crore. The minister pointed out that the Union

Government has withheld Rs 2,152 crore due to Tamil Nadu's non-acceptance of the New Education Policy, particularly its three-language formula. "Despite this, keeping in mind the welfare of students, the State Government has allocated funds, including salaries of teachers, from its own resources to ensure that the education of Government school students remain unaffected, even in the slightest way," he said. To accommodate increasing demand for higher education, 15,000 additional seats will be added to popular courses in government arts and science colleges, with Rs 15 crore allocated for infrastructure and faculty support. The 7.5% reservation for government school students in professional courses such as engineering and agriculture will continue, with Rs 550 crore set aside to cover tuition fees, hostel charges, and transportation costs for 41,038 students in the coming financial year. A key announcement in the budget is the establishment of the Chennai Science Centre in collaboration with the Singapore Science Centre. With an estimated cost of Rs 100 crore, this center will feature STEM-based exhibits, a children's science park, modern astronomical telescope installations, digital experience theaters, and



conference halls. The initiative will be implemented in partnership with the Chennai Metropolitan Development Authority (CMDA).

It was announced that the state would recruit 1,721 postgraduate teachers and 841 graduate teachers through direct recruitment. The Teachers Recruitment Board is expected to release the notification soon, the minister added. The government has also announced that 14 high schools in remote hilly areas will be upgraded to higher secondary schools to improve access to education for tribal students. These schools shall be located in districts Dharmapuri, Erode, Kallakurichi, Krishnagiri, the Nilgiris, and Tiruvannamalai.

A strategic roadmap has also been proposed to position Anna University among India's top 10 institutions and within the top 150 in QS global rankings over the next five years.

Source: [//www.thenewsminute.com](http://www.thenewsminute.com)



As the southern states spar with the Centre over the imposition of Hindi, Andhra Pradesh has decided to completely overhaul its school education system aligning it with the National Education Policy (NEP) with a major thrust on play-based learning for foundational classes, guaranteed age and grade appropriate foundational education in primary classes and tech-driven personalised assessment to fill learning gaps.

## Andhra Pradesh revamps education system to align with NEP

**With the Annual Status of Education Report (ASER) 2024 showing major learning gaps among students in Andhra Pradesh schools, the government has decided to introduce Learning Excellence in Andhra Pradesh. The most immediate step in the new academic session starting in June will be remedial classes for all students starting Grade 6 in Andhra's government schools. The first two months will be spent in teaching basic maths, science and languages to ensure all students are at the same age-appropriate level.**

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Source: [//economictimes.indiatimes.com](http://economictimes.indiatimes.com)



## Ms. Abhilasha Sandeep

### Explains about English speaking through narratives

**W**hen we talk about narratives, it is the stories that come to our mind usually. We have heard stories from our elders which are retained and engrained in our mind. When we talk about English through narratives, I inculcated it in my classroom. As an offline trainer, it has been an engaging role where I need to bring out those speaking abilities from students. Our brain retains some stories or anecdotes given to us. Here, I have taken narrative speaking using past tenses. The first thing that students get reminded of is they have to use "WAS", but it needs to be used accordingly. To explain this, I would relate it to an incident that occurred a few years ago in Karnataka. During the rainy seasons, when it was raining incessantly, a bridge was submerged. An ambulance with sick children had to get to the other side of the river. As the driver was apprehensive about the driving on the bridge, a boy, Venkatesh, volunteered to run in front of the ambulance so that the driver could find out the depth of water on the bridge. Since this story happened in the past, we can ask the students to underline the past tense words, and ask how they can use intensifiers to intensify the meaning in the situation. In this way we make them use certain aspects of grammar without them getting scared of grammar. It should be made as an enjoyable journey for them. Then I bring in another aspect - by describing how selfless the boy was - we incorporate adjectives, and learn the antonyms of those words. Another aspect would be to find out context based synonyms. We can ask them to give a title to the narratives. Each one will come up with their own creative titles. This helps in developing communication, creativity, critical thinking, and collaboration skills. We can also derive a moral from the narratives. Thus, it can flow into different aspects of English speaking. We can build the story using particular

tenses, adjectives, and nouns that come in. We can also build a vocabulary bank based on the knowledge level of the students or candidates we deal with. For a proficiency test, it requires a little bit of extended word choice to maintain the vocabulary bank. Self-evaluation is important to gauge how they are progressing in their English practice session. These various methods will enrich their vocabulary and it does not become monotonous when giving a talk. When I asked the students for titles, they came up with various ones, and when it is appreciated, it gives a sense of inclusivity and confidence. The past tenses talk about the action that happened earlier, so the script can use the past tense words, and students can underline them. Writing is important as they can analyse their level of English and the grammatical range. This will help them realise their ability in making sentences and using words.

To make them understand more about why 'WAS' is not always used in past tenses, we can make them understand about active and passive voices in the narrative. They should know how it is used, the situation where it is used, and where it should not be used. When we talk about storytelling, the various nuances of grammar can be identified. So, the students can overcome their fear of grammar and become confident. The speaking concepts and directives will boost their confidence when they know it is an error-free talk that they have given. We can also make them understand about phrasal verbs which we use commonly in our spoken format. We can make the students identify such phrasal verbs in the narrative to improve their versatility and knowledge. Based on the level of the classes taught, some idiomatic expressions can also be included, as these improve the students' communication skills. However, they also need to be taught to use it correctly as some of the meanings of idioms have evolved over time. The idioms are also situation based, and these should be used only after they are sure of its meaning. To sum up, we need to think of story structure, how to start with an intro, with rising action, the challenges, and the climax to denote what we learn from the

story, while keeping in mind the usage of tenses, adjectives, and other aspects of grammar are learnt by students in an enjoyable manner.

**What inspired your approach to teaching English through narratives? How can our audience apply narrative techniques in daily conversations? What are the common challenges learners face when using narratives in English?**

I have learned through my work what is doable and achievable to move forward in the right direction. It is a personal approach that I have taken. In the daily conversation, they can use story or fable, and tell the children what they have done, and they can create sentences in English in their mind. This is the first step in the journey of spoken English. Often, they get carried away by the story and forget the different aspects of English to be incorporated in their talk. The most common obstacles that our learners face is the need to frame sentences, generating ideas to begin the story, that is to start the introduction. They can start with creating stories on everyday situations. Then they can choose the topics that are interested in. Also, different aspects of English should be looked into. They can start with basic level and keep moving forward.

**What motivates you to continue promoting English language learning through narratives? How do you see the narrative-based learning evolving in the future?**

I feel this is one of the ways that captures the attention of the listeners as storytelling has always been fascinating. Being an avid reader during my school days, I realised that a person can closely relate with it. Therefore, this is one way that we can capture the imagination, without burdening them with grammatical terms and titles, and thus move forward in all aspects in various levels of English language. No matter who the audience is, stories weave a sense of connectivity. Thus, the story teller can relate to them and it becomes fruitful. Story telling is a major part to help



the learners master the language, along with fluency, confidence, and coherence. This will be a major part of our story telling in English classes.

## Are there any upcoming projects or initiatives you are working on? How can technology enhance narrative based language learning?

Yes, I am doing something which is in the nascent stages, and I want it to grow up a little bit more before I can reveal it. When we have websites like Random Word Generator, we can learn more words to use in sentences and build up stories. Common-sense.org, FluentU.com, ReallyEnglish.com can provide the much needed first nudge. Technology provides different platforms according to different levels of different speaker. Using these apps, they can speak without any hindrance. Some students find

it easy to talk in front of the system, but they become conscious if they have anyone correcting them. We have various sites for people who prefer technology to assist them. So, yes it does play an important role in helping people to improve English language.

## Can you recommend any resources for further learning? What advice would you give to those who struggle to improve English speaking skills? Any tips for helping children improve their English learning skills through narratives?

There are many apps like Cambridge which connects you to learners' group and helps in reading, speaking, and writing. They should have a consistent practice session – almost every day. When we talk about certain characters, we learn about the his-

tory of the land, nature and so on.. I advise them to take up any topic they are interested in, make sentences, and give a short speech. Children have loads of details. We should encourage them to talk on a topic that interests them most. They can use words and sentences. They can create title for their narrative, make a role play with their siblings, which can be converted into a story.

Somehow, we have to make them speak in English and upgrade them to the level the school wishes them to be. They can build sentences, using key words related to the topic, and it is the consistent practice, they get fluency.

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## Ms. Reenee Chatterjee

An EdTech Evangelist and Seasoned Content & Communication Leader with Global Outreach.

*She has an extensive and proven track record in Education Technology, Content Development, Storyboarding, Corporate Training and Coaching with combined experience spanning 24+ years including a pioneering role with the global leader, Tata Interactive Systems (now MPS). As an academic coach, in both online and offline mode, she has created engaging learning environments for diverse groups, including K-12, BCA, and MCA students, while tailoring content to their unique needs. Today, she shares her insights about "Teaching vs. Facilitation."*

I began my teaching career in 2000 when education was primarily teacher-centric, with students remaining passive learners. However, the advent of modern Education Technology has led to ease of access to information and is transforming the way we learn. Unfortunately, most of the traditional education sector still clings to outdated methods that are not grooming students for future workspaces. We should change our teaching approaches to equip our students with essential skills for their future careers.

The traditional teacher-centric model is gradually fading, giving way to a student-centred approach focused on facilitation. Rather than simply delivering information, facilitators guide students in discovering and constructing knowledge through discussion, enquiry and collaboration, igniting their curiosity.

Teachers can assess their students' understanding through assessments, quizzes

and projects. Facilitators, on the other hand, create a safe environment that encourages students to self-learn, explore and express their viewpoints. They provide tools and guidance, acting as mentors to support student growth.

Facilitation leads to increased engagement, student ownership, and active participation, fostering critical thinking and

self-reflection. Collaborative projects allow students to apply knowledge and develop practical solutions. It helps to nurture independent thinkers and problem solvers. As workplaces increasingly seek adaptable problem solvers, those who embrace lifelong learning will thrive. By adopting facilitative methods, we are preparing students to become job-ready professionals.

Considering the present education system, transitioning from a traditional teaching approach to a student-led one presents several challenges that require an ongoing effort.

The first challenge is teacher training, which demands a shift in mindset from a teacher-centred to a student-led environment, requiring extensive mentorship for teachers. The second challenge is time commitment, as teachers are compelled to focus on completing the syllabus, given the time they have. The school authorities need to allocate extra time for them to develop innovative lesson plans and explore collaborative learning tools.

Adapting the curriculum is also essential since current frameworks will require relevant tweaks. We are receiving information about NEP 2020, which emphasizes skill-based learning, prompting changes in the curriculum policies.

Thus, balancing traditional teacher-led methods with a facilitator-led approach is the need of the hour. The ultimate goal is to create a dynamic learning environment that empowers students and fosters life-long learning.

**How do you think the role of a facilitator has evolved in the digital age, and what new skills are required to facilitate online teaching and learning?**

The role of a facilitator has significantly evolved in the digital age, requiring new skills to support online teaching and learning. Firstly, facilitators must be skilled in using various online platforms and tools to create engaging environments. Additionally, fostering engagement in a virtual setting is critical; this involves implementing inter-

active strategies, such as breakout rooms and polls, to encourage student participation. Strong communication skills are vital for clearly expressing ideas and creating an inclusive atmosphere. Facilitators also need digital empathy to understand and address the diverse challenges students face in online contexts. Lastly, adaptability and a commitment to continuous learning are crucial, as the digital landscape is ever-changing. By staying informed about new tools and trends, facilitators can enhance their practices and remain effective in supporting their students.

**Can you share an example of a time when you had to shift from teaching mindset to facilitation mindset? What triggered the shift, and what was the outcome? Can you discuss the power dynamics role in facilitation, and how can a facilitator create an inclusive and equitable learning environment?**

Once, when I was teaching students for an undergraduate technical course, one student highlighted recent updates related to a specific topic that he had read in one of the online blogs.

This shifted my approach from teaching to facilitation, as I realized the importance of continuous learning and began seeking information beyond textbooks to support my students' learning journeys.

Understanding power dynamics in facilitation prompted me to be flexible and more responsive to students' needs. In smaller classes, I formed teams for collaborative activities, empowering students to take charge of their learning. Facilitators must create an inclusive and equitable learning environment for facilitators, ensuring

every voice is heard and adapting to diverse needs. These efforts ultimately enhance the learning experience and foster collaboration.

**How can facilitators adapt their approach to meet the diverse needs of students? How do you see the role of facilitation evolving in future, and what are the trends or innovations you are more excited about?**

Facilitators can better adapt their approach to meet the diverse needs of the students by recognizing different learning styles—some learn by listening, others by visuals, and some through reading. Managing a large class can be challenging, but encouraging students to engage in the same project by incorporating any format (per their learning style) like videos, documents or presentations can help.

The role of facilitation is evolving towards more online and hybrid environments. As education integrates technology, workplaces are valuing adaptability and independent learning. The future will focus on student-centric experiences rather than traditional teacher-centered approaches.

To summarize, I'm particularly excited about the ongoing implementation of e-learning and hybrid collaboration, as they create opportunities for personalized and flexible education. Facilitation will help educators gauge their students' strengths and weaknesses and make learning more enjoyable, collaborative and effective in the coming days!

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## Mr. K.A. Nagendra Sarma

Assistant Professor Economics  
*Discusses about the roles and responsibilities of teachers.*

**A** teacher can be anyone who is teaching any level of classes, curriculum, college, or university. It means someone teaching something to others. Our

first teacher is our mother, then nature, and then society from where we learn so many things. A friend, carpenter, tailor, mason, or cobbler can be teachers. Nowadays, some people take up teach-

ing profession on their own, and some come into this by chance. Whatever be the scenario, they have to teach effectively to the students. There are a few qualities required for a teacher to be effective. They should have thorough knowledge in the subject that they are teaching. They should have good communication to make others understand what we are sharing with them. They should have good attitude to teach, manage the students, and not create any problems to other students. A teacher should prepare the subject thoroughly before going into the classroom. Apart from the prescribed textbooks, he should read reference books, magazines, know about the education industry, and general reviews. He should read newspapers, about science and technology every day. He can allot one day for reading education related articles, another day for articles on managerial skills, and get information from all these for an effective teaching. He can also use teaching aids to make his teaching impressive.

After preparing well, the teacher has to go to the class to teach his subject, he has to be aware of technical words, if he is not aware, he has to go through the dictionary for those technical words. Each subject has its own dictionaries for the technical words that the teacher may not understand. The teacher has to prepare well and thoroughly for the class. He has to acquire strong communication skills. Most of the CBSE schools are following English medium, and so the teachers should become experts in communication in English. Many states are also following the respective mother tongue, and by listening to news or reading papers, magazines, novels, and listening to motivating leaders, the teacher can learn the language. He should know that language has no barrier, it is a skill and knowledge subject, and when practised well, he can be successful. Both good communication and attitude are important. Teaching or any skill for that matter is imbibed by birth, and the teacher can acquire the skill through training. Dr. Sarvepalli Radhakrishnan also said that teachers are born and not made. Learning and training may give the teacher something and so these are important. When a teacher starts his teaching profession, it takes at least 3 to 5 years to settle down. The first year, he will understand the syllabus and he has to study and understand the students,

how they are doing in the class. The second year, he gets some adjustment, third year he is good by 50%, and the fourth year onwards he will settle down in his profession. He cannot expect to settle down in the profession within a year and become a good teacher. A fresher who opts for teaching has to wait, do the hard work and then become a good teacher.

A teacher has to play 4 different roles with students, colleagues, management or administration, and one's self. As a teacher, he should know how to prepare, not to bring in personal problems to the school, stay strong, alert, dynamic, hardworking, truthful, sincere, on time, regular, and punctual. He has to start to work after reaching the school, attending the assembly, and encourage students to attend the assembly session. It is a good place where the teacher can communicate with the students, it is a learning platform for many things for both teachers and students, as teachers have to be lifelong learners. Assemblies usually have prayers, news, quiz, elocution, and other activities. The teacher, if he has any good thought to share, has to do it in the assembly. He should ensure students reach their respective classrooms without disturbing others. Once the teacher enters the classroom, he has to teach effectively, take materials from other sources, encourage students to participate in discussions, ask questions, and clarify their doubts. He can make them write notes, roam around in the class to make the students alert. The students can be asked to explain what they understood as they usually learn more from their peer groups than the teacher. He has to encourage them to do well in the subjects they are lagging behind. The teacher can encourage students in various ways and expose the good talents in them. During free time, he can go to the library and read books which will inspire the students also to go to library, get reference books, and learn more. He can participate in sports also and enjoy with the students. This will make not only the teacher but also the students physically and mentally healthy and get self-motivation.

With the other colleagues in the school, the teacher has to learn to behave well. When relaxing in the staffroom, he should not indulge in gossips, but he should talk only about the academic concepts. When there are fresh teachers, he can encourage and guide them. If any work is pending

for other teachers, he can help them, and he can participate in committees. He has to maintain good relations with the colleagues. He can go to library to read more books and share the information with the colleagues. He can also play sports with his colleagues.

In the case of management or principal, for any requirement such as leave, the teacher should ask in advance, give letter, not cause any disturbance in the routine. In schools, it is very difficult to control the small students. He has to accept that a casual leave is not his right, and by avoiding last minute application for leave, he can do it in advance. He has to be prompt in preparing the question papers, lesson plans, corrected answer sheets, and submit them in time without causing any trouble to the management. There could be other issues with the management or principal, but it is advisable not to disclose them to other colleagues, but he has to talk it out with the management directly. Thus, there are various roles to be played by a teacher when he joins teaching job.

The teacher has every right to control the students of any class in case of any indiscipline. He has to give homework to the student in a reasonable way. The work should not be checked in the classroom, but it has to be done in the free time only. He has to encourage the students to speak in English mostly. Any good thought or ideas should be shared in the assembly. He should accept any extra classes as substitutes. He can teach something general. He should complete the syllabus within the allotted time. It is essential that the students develop confidence in the teacher. So, he has to play the role of a social reformer, social engineer, and be a role model to all.

## **How do you think the technological influence will be there on teachers in implementing the roles and responsibilities in the classroom?**

The management of the school conducts workshops for the teachers, and they should learn, update themselves with the technology. Even though most of the teachers nowadays are good in technological aspects, they have to attend the workshops to learn to use websites, get sufficient information, any new and good aspects which will help them in due course of time to update their technical skills.

## **How can teachers collaborate with parents and guardians to support**



## student development outside of the classroom?

The teacher should be able to observe the students for any problems, ask them personally what it is, and encourage them to share with him. Then he has to talk to the parents without the knowledge of the students, and he has to help them come out of this disturbing scenario. The parents will accept if the teacher is going to say something for the good of the students. They will start respecting the teacher also. He should have some psychological analysing ability also to observe the students' body language, attitude, so that he can give them timely guidance.

## How do the roles and responsibilities of the current day teachers differ from the traditional classroom techniques like chalk and board and hybrid learning environments?

Nowadays, the very definition of teachers has changed. They are known as facilitator and not teachers. There is no question of going without a teacher for the growth of society of nation, there is no replacement for a teacher. Technology and hybrid

teaching will make people like machines or engines. There is no chance for creating a social personality. A teacher is required to make complete outcome of teaching.

## What are the effective methods for teachers to address and manage diverse needs and styles within a classroom, and how do teachers bring them to the same level? Are there any challenges involved in doing it?

Society is a mix of personalities. We cannot make all students of the highest level. Every one has his or her own talent. It is the teacher's duty to bring it out. He has to observe the student for his talent and encourage it. Peer groups are important, and the teacher has to encourage them to teach each other. A student learns more from his peer group more effectively. So, he has to follow different methods to understand the students in his class better.

## What are the additional responsibilities and challenges the teachers may face when they advance in their careers?

To be a good teacher, it is important to have an interest in the profession. A teacher

has to choose the profession. He has to observe how things are done in a school. He should be ready to take up additional roles, become experts in all works, using his observation. When given a chance, the teacher can do it well. He has to keep questioning himself, find answers, and update himself.

He has to observe how others are doing and how he has to do. He has to improve his communication, learn the activities in the school, how to conduct exams, prepare time table, diary, and other areas. He has to keep updating his knowledge. He should develop managerial skills, be a voracious reader, and learn to tackle psychological issues to progress in the profession. If he does not improve himself, he cannot grow and gets stuck in the same position. The management uses the services of teachers as per their requirements, and the teacher has to be prepared for the same by improving himself. Active learners throughout the journey will succeed.

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## Ms. Farha Nadiadwala

### Ira Global School, Mumbai

We often say that it is the future of the world, but we must also recognize that sustainability is the future of our lives.

It is still in its early stages, yet it applies to many aspects of daily living. Sustainability means using resources responsibly to ensure they remain available for future generations. While it was not traditionally taught in schools, increasing awareness has led to its gradual integration into education as part of environmental consciousness.

### Teaching Sustainability in Schools

Younger students often grasp the concept of sustainability through activities and reflections. For example, after a classroom exercise, one child expressed that people

should use only what they need without creating waste, as we are not the only ones living on this planet. This perspective aligns with the broader understanding that sustainability involves society, people, the environment, and economic conditions.

The National Education Policy (NEP) has facilitated changes by incorporating 21st-century skills, including sustainability, into the curriculum. By learning from textbooks, participating in activities, and observing their surroundings, students develop a deeper connection to nature. Teachers play a crucial role in this process by fostering sustainable habits through classroom management techniques and critical thinking exercises.

Many schools have already integrated sustainability into their learning models.

Students engage in hands-on projects such as testing soil pH or addressing oil spills. Edible gardens, where students plant, nurture, harvest, and consume their own produce, reinforce sustainable practices while teaching them about the effects of chemicals on food and health.

## Turning Challenges into Opportunities

Instead of seeing environmental issues as problems, we should frame them as opportunities for solutions. Often, there is a lack of initiative, but worrying alone does not help. Schools must actively discuss solutions and guide students in implementing them. When students understand the significance of their actions, they become stewards of sustainability.

## Government and Policy Integration

Balaga Bala School, located in Dharwad, Karnataka, is a model of sustainable education. While the government has taken steps to include sustainability in education through 21st-century skills, the process is still evolving. Some schools have begun incorporating environmental awareness, but widespread implementation takes time.

Green Schools shared their journey of overcoming initial resistance to sustainability-focused education. They targeted both traditional and homeschooling students, gradually proving the value of their approach. If sustainability is integrated into existing subjects—such as environmental applications in biotechnology or

ity seem financially out of reach for many schools and families. Admission to Green Schools is costly, creating barriers to access. Addressing these issues requires innovative solutions, such as promoting cost-effective recycling initiatives and reducing expenses through sustainable practices.

## Community Partnerships and Student Leadership

Schools can enhance sustainability efforts by collaborating with local communities. Balaga Bala, for instance, operates as a community-driven school, serving children of farmers who face environmental challenges. Community engagement fosters sustainability through collective action, such as river pollution campaigns.



For instance, in Green Schools, students participate in virtual tours of sustainable tourism projects and visit institutions promoting sustainability. This exposure helps them realize that a greener future is possible with dedicated efforts. One student even suggested that their teacher visit these places in person, showcasing the lasting impact of sustainability education on young minds.

## Practical Classroom Integration

Students should be taught about the entire food cycle—where food comes from and where it goes. Integrating sustainability into everyday classroom activities can be simple yet impactful.

Some schools use natural materials like coconut shells and woven baskets to replace plastic, while others adopt sustainable sourcing for classroom resources.

In Karnataka, Balaga Bala School exemplifies sustainability through watershed management and minimal environmental impact. By integrating sustainability into the curriculum, schools can nurture responsible citizens who care for the planet and each other.

sustainability economics—it can become a core part of learning rather than an add-on.

Project-based activities, aligned with the 17 Sustainable Development Goals (SDGs), can help students engage meaningfully. For example, assigning each child a theme like "Life Below Water" ensures comprehensive learning. Poster presentations and quizzes further reinforce these concepts.

## The Role of Technology in Sustainability Education

Technology plays a crucial role in promoting sustainability. Virtual field trips enable students to explore sustainable tourism without travel. Teachers can access online courses that provide insights into integrating sustainability into classrooms. Social media and digital platforms help spread awareness—students can document their tree-planting initiatives or contribute to conservation efforts.

## Challenges and Solutions

One of the biggest challenges in sustainability is cost. Green-labeled products are often expensive, making sustainabil-

ity seem financially out of reach for many schools and families. Admission to Green Schools is costly, creating barriers to access. Addressing these issues requires innovative solutions, such as promoting cost-effective recycling initiatives and reducing expenses through sustainable practices.

## Ensuring Inclusive Sustainability Education

Sustainability education must be accessible to all students, regardless of their background. Schools can adopt low-cost, community-based approaches that prioritize practical, sustainable living over expensive initiatives. By making sustainability an integral part of education, we can inspire future generations to take responsibility for their environment and society.

Through continuous efforts in integrating sustainability into education, we can cultivate environmentally conscious citizens who contribute meaningfully to a sustainable future.

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# How States are Promoting “Science Clubs and Innovation Labs in Schools”

## In a Science Club, students can

- Conduct experiments (like making volcano models, growing crystals, etc.)
- Organize science exhibitions and fairs
- Attend guest lectures from scientists
- Visit science museums and research centers
- Hold competitions like quizzes, model-making, debates on science topics
- Celebrate important days like National Science Day, World Environment Day

## Purpose

Build a scientific attitude, curiosity, creativity, teamwork, and confidence among students.

## What are Innovation Labs?

Innovation Labs (also called Innovation Hubs, Tinkering Labs, or Maker Spaces) are special rooms in schools filled with tools and technology where students can create, experiment, and build real projects.

## Innovation Labs usually have

- 3D printers
- Robotics kits
- Computers with coding software
- DIY science kits (motors, circuits, sensors)
- Basic electronics tools (screwdrivers, soldering tools)
- Materials like cardboard, wires, batteries, plastic parts

## In an Innovation Lab, students can

- Design and build robots, drones, or apps
- Experiment with new technologies like Artificial Intelligence, Internet of Things (IoT)
- Solve real-world problems through models and inventions
- Work together like a mini research team

## Purpose

Encourage students to think creatively, solve problems, learn technology skills, and become future innovators or entrepreneurs.

## Simple Example to Understand

- In a Science Club, students might discuss and demonstrate how a rocket works.
- In an Innovation Lab, students might

actually build a small working model of a rocket!

## VIJNANA BHARATI (VIBHA) Science Club (VSC)

a vibrant community dedicated to fostering a passion for science, mathematics, and discovery among students. At VIBHA, we believe in nurturing curiosity, enhancing scientific understanding, and developing the critical thinking skills necessary for the leaders of tomorrow. Our club provides a platform for students to explore the wonders of science through hands-on activities, collaborative projects, and interactions with experts in the various fields of Science at three levels.

## Basic Subjects

Physics, Chemistry, Mathematics, Botany and Zoology

## Advance or Application Subjects

Agriculture, Astronomy, Microbiology, Biotechnology, Environmental Science and Ecology, Geology, Automobile, Electronics, Computer Science (Hardware and Software), Robotics, Coding, Artificial Intelligence, Data Science, Statistics, Remote Sensing.

Our mission is to create an inclusive environment where students can cultivate a lifelong love for science, develop essential problem-solving abilities, and gain exposure to various scientific careers. We aim to bridge the gap between classroom learning and real-world application, empowering our members to make meaningful contributions to the scientific community and beyond.

## Activities of VSC

At VIBHA Science Club, we bring science to life through a variety of engaging activities spread throughout the year. Each month, students participate in hands-on experiments, science model-making, and exciting projects that enhance their understanding of scientific concepts. We also celebrate key scientific events and organize competitions like quizzes, debates, and poster-making to encourage active participation and creativity. Expert guest lectures and field trips to research labs and industries

## What are Science Clubs?

**Science Clubs are groups formed in schools to make science fun, hands-on, and interesting outside the regular classroom. They encourage students to experiment, discuss ideas, and do small projects — not just learn from textbooks.**

provide students with real-world insights and inspire them to explore various scientific fields.

Beyond the classroom, the club is committed to raising awareness about important issues like environmental conservation, health, and community service. Through campaigns and projects, students not only learn about science but also contribute to their communities. These activities foster critical thinking, teamwork, and a lifelong passion for science, preparing students to become future leaders and innovators in the scientific world.

Learning at The VSC will be through hands-on experiments as well as through lectures. The subject-expert teachers will train the students to think beyond the scope of the syllabus and extend their horizons to develop holistic and interdisciplinary approaches in the field of science.

## VIBHA Science Club and NEP-2020

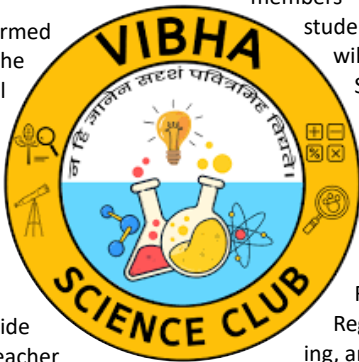
VIBHA Science Club has been designed keeping in mind the pedagogy described in NEP-2020 and VSC will help schools to teach and learn as per the philosophy of NEP-2020.

The following Skills are to be incorporated Questioning, Reading, Comprehension, Language, Listening, Communication, Observation, Logical Thinking, Reasoning, Problem Solving, Experimental, Drawing, Creative Thinking, Concept Mapping, History, Mathematical Thinking Skills like Algebraic, Geometric, Numerical, Graphical & Spatial, Imagination and Memory & Recall skills. . This will inculcate in the students Critical Thinking which is described in the NEP-2020. This will make the students think from different dimensions leading to the effectivity in the learning and understanding of the subject.



### Salient Features of VIBHA Science Club

1. The VSC will be formed at the school with the Principal of the School heading the VSC, with two teachers as Coordinators and Subject Expert Teachers for teaching Basic Science and Mathematics Subjects.
2. VIBHA will provide Technical Know-how, Teacher Training, Development of Faculties of the School, Science Talks by Indian Scientists, Science-related activities, experimental activities, and support systems for the schools in all respects.
3. The Student Council for VSC will be formed by the school to promote leadership among the students.



4. Students from VI, VII, and VIII will be members of VSC-Junior Level, and students from IX, X, XI, and XII will join as members of VSC-Senior Level.
5. All VIBHA Science Clubs will be assessed on activities carried out throughout the year, and at the end of the year, the VSC will receive their City Ranking, District Ranking, Regional Ranking, State Ranking, and National Ranking.
6. The top three ranked schools at all levels will be felicitated by VIBHA and awarded prizes in the form of educational tours to research organizations in India, special guest lectures, and participation in national programs of VIBHA.
7. Teachers contributing to VSC will have a minimum workload of 1 hour per week.

If the number of teachers contributing to the work of VSC increases, the workload will decrease over the year.

8. The school will benefit from the implementation of NEP-2020 with the support system of VIBHA.

9. The school will benefit from faculty development through VIBHA.

10. The teachers who are the best contributors to the work of VSC will have their subject videos made available on the VIBHA website for all students across India.

### Register Your School for VSC

Join the VIBHA Science Club and give your students the opportunity to explore the exciting world of science through engaging activities, expert-led sessions, and hands-on experiments. By registering, your school will become part of a dynamic network dedicated to fostering scientific curiosity and critical thinking.

Source: <https://vijnanabharati.org>



### Personalized Learning

AI can adapt to each student's unique learning style, pace, and needs. Platforms like Khan Academy and Duolingo already use AI to customize learning experiences, and future AI labs will take this to the next level.

### Enhanced Engagement

Interactive AI tools like chatbots and virtual tutors can make learning more engaging by providing instant feedback and support.

### Skill Development

AI labs can help students develop critical 21st-century skills such as coding, data analysis, and problem-solving, preparing them for the AI-driven job market.

### Global Access

With AI, quality education can reach remote areas, bridging the gap between urban and rural schools.

## The future of education: AI labs in every classroom

### Key Features of AI Labs

AI labs in classrooms will likely include: Smart Tutoring Systems:

These systems can identify a student's strengths and weaknesses and provide tailored guidance.

### AI-Powered Collaborative Tools

Tools like AI-driven whiteboards or virtual reality environments enable students to work together on projects seamlessly.

### Data-Driven Insights

AI can analyze student performance data to help teachers identify areas for improvement and craft better lesson plans.

### Real-World Examples

Several institutions worldwide are already implementing AI in education:

#### Stanford University

Their AI-based tools help students learn complex subjects like mathematics and computer science.

#### China's AI-Powered Schools

Schools in China use facial recognition and

**Artificial intelligence has transformed numerous industries, and education is no different. Here are several reasons why AI labs are set to become a cornerstone of future classrooms**

AI to monitor student engagement and provide real-time feedback.

### India's AI Initiatives

Programs like CBSE's AI curriculum introduce AI concepts to students from an early age.

### Challenges to Overcome

While the benefits are immense, integrating AI labs into classrooms comes with challenges:

#### Cost

Setting up AI labs can be expensive, especially for underfunded schools.

#### Teacher Training

Educators need training to effectively use AI tools in teaching.

### Ethical Concerns

Issues like data privacy and the potential for bias in AI systems must be addressed.

### The Road Ahead

To make AI labs a reality in every classroom, governments, educators, and tech companies need to collaborate. Policymakers must allocate budgets for AI infrastruc-

ture, while companies can offer affordable and scalable solutions. Teacher training programs should focus on equipping educators with the skills to use AI effectively.

### Bring the power of AI to your classroom today!

The future of education is undoubtedly intertwined with artificial intelligence. By

integrating AI labs into classrooms, we can create a more inclusive, engaging, and effective learning environment. This shift will not only empower students but also equip them to thrive in an AI-driven world. Let's embrace this transformation and ensure that no child is left behind in the age of AI.

Source: <https://makersmuse.in>

### Our Labs

There are multiple labs in our schools so that students can understand the topic through practical application.



Our labs include Composite Science labs, Maths Lab, Computer lab, Innovation Lab, Music Lab and the Art and Craft Room.

### Composite Science Lab

The Composite Lab is an environment for students to develop the spirit of inquiry and scientific temper. The room is large,



well-ventilated, has gas and water supplies, sufficient storage, and worktops. The furniture is both fixed and flexible. The lab is equipped with display and working models, specimens, charts, and requirements to conduct experiments.

A trained science teacher ensures that there is optimum use of the lab to help students transfer their knowledge and understanding to real-life situations via research, experiments and measurements. The welfare of the students and staff is of utmost priority as the lab complies with all

## Welcome to Podar International School Vasai, Maharashtra Where Education Meets Excellence



health and safety regulations, and displays the lab rules.

### Computer Lab

The Computer Lab is a technological haven for students to become digital citizens by exploring, connecting, coding and creating while using the World Wide Web. The room is spacious, airy, properly lit and has sturdy furniture, in order to accommodate a full class at one time.

A sufficient number of high-quality com-

puters are installed with the latest version software to facilitate schoolwork, research and other activities. A trained computer teacher assists the students during the class.

### Innovation Lab

Innovation Lab offers a 360° solution for imparting some of the critical skills of the 21st century. Innovation Lab is designed for our primary and middle (I & VIII) school students who want to explore the exciting





world of STEM (Science, Technology, Engineering and Mathematics) through hands-on activities and projects.

Innovation Lab is led by highly qualified STEM faculty passionate about inspiring and mentoring the next generation of innovators and problem-solvers. They will guide you through fun and engaging challenges that will challenge your mind and spark your imagination. You can also showcase your work and share your ideas with your peers and parents.

Innovation Lab is designed to accommodate students of different ages and abilities. We have different levels of challenges and activities that suit the needs and interests of each student. We also have different types of technology that allow students to learn and create in different ways. For example, we have robotic kits that can be programmed with blocks or code; virtual reality headsets that can transport

students to different worlds and scenarios; electronic kits to construct functional electronic circuits and devices; 3D printers that can turn ideas into reality; and more.

Innovation Lab is more than just a lab. It

#### A glimpse of our labs in action



is a community of learners who share a passion for STEM. It is a place where students can discover their potential and unleash

their creativity. It is a place where students can prepare for the future and become innovators.

#### Math Lab

The Math Lab is a magical land for students and teachers to explore the subject of mathematics. The student is assured of an immersive experience – from the protractor imprinted on the threshold, to the puzzles and games painted over the flooring, and to the mathematical displays on the walls.

Math is not relegated only to the notebooks, so the Math kits, Manipulatives, and multiple math game sets will pique their interest. Students discover mathematics through doing, so the Math Lab activities engage students of

varying mathematical proficiencies by helping them to visualize, manipulate, reason, and observe patterns.

Source: [www.podareducation.org](http://www.podareducation.org)

#### Composite Lab

The composite lab is a combination of Biology, Chemistry, and Physics lab with Storage cupboards. The composite lab can accommodate around 35 students at a time where students can get equal opportunities for honing their scientific skills and interests by following the principle of experimental learning. Sri Krish lab settings include spacious tables with reagent shelves, sinks and water taps, a Bunsen burner, reagents and chemicals for experiments in chemistry, a sufficient number of microscopes for slide preparations and observations, charts, and 3D-models as per CBSE and ISC norms.

#### Physics Lab

Sri Krish helps students to broaden their practical knowledge of Physics concepts

## Innovative technology for holistic development





and principles which acts as a connecting bridge between theory and practical. It is equipped with modern technology apparatus for experimenting with syllabi prescribed by CBSE and beyond.

The vast space and furnished environment provide students with a comfortable environment and kindle their experimental curiosity. Lab apparatus includes beam balance, lens, magnet, spring balance, glass prism for respective learning to the advanced apparatus like voltmeter, ammeter and capacitor, resistors and spectrometer, and gauges.

### Chemistry Lab

Our well-equipped facility provides students with a hands-on learning experience, fostering a deep understanding of chemical concepts. Under the guidance of experienced educators, students explore the world of chemical reactions, conduct experiments, and unleash their curiosity. With access to modern equipment and resources, our Chemistry Lab is a place where scientific discovery and innovation thrive.

### Biology Lab

The Biology Department of Sri Krish is very

well furnished with all amenities, advanced equipment, and spacious infrastructure for all classes. A variety of museum specimens for better real-time learning with a school garden of live plants and flowers, charts, microscopes, slides, and models are available and handled by well-experienced teachers and teaching aids.

The students are introduced to the diverse cellular organism where they can research further and learn about them on the internet-accessed computers available in all labs.

Source: [www.skirathinamangalam.com](http://www.skirathinamangalam.com)



**Unleash Curiosity, Explore  
the Lab of Possibilities  
Be A Part of Experiential  
Learning at Narayana**

## Innovate, Discover, Excel: Laboratories of Exploration

**A**t Narayana Group of Schools Howrah, we have pledged to revolutionise education. For this, we have introduced innovative digital classrooms to ease the teaching-learning process. Also, we have set up advanced laboratories for all science subjects like Physics, Chemistry, Computer Science and Biology to promote experiential learning. Furthermore, we have organised interactive clubs where students can take part in developmental activities. This not only helps in character building but also allows the development of numerous life skills. These skills include decision-making and critical thinking abilities, communication



skills, interpersonal skills, self-management skills and leadership skills.

#### Activity Rooms

We have well-furnished rooms for various co-curricular activities like singing, dancing, art and craft, and drama. Moreover, there are rooms for yoga, pottery, and more where students spend their free periods. We also have experienced instructors who can guide students through these activities.

#### Laboratory

Experiments are an integral part of science subjects. Being one of the top CBSE schools in Howrah, we ensure that learners get the necessary exposure to basic laboratory techniques.

This helps them to explore innova-

tive applications of theoretical knowledge that enhance their problem-solving skills.

#### Why Choose Narayana Schools?

Narayana is the trusted learning partner of parents of over 1300 students due to the following reasons:

#### Innovative TLMs

We use animated videos and 2D and 3D simulations to simplify complicated concepts for our students. Also, we upload them on our digital library so that learners can access them when revising their lessons.

#### Customised Study Plans

Our study plan is based on the NEP of the CBSE syllabus and is at par with international standards. This ensures that

students can easily crack national-level examinations and secure top positions.

#### Enhanced Safety

We have installed security cameras around our campus to monitor the safety and security of students. Also, we provide transportation facilities so that students can easily commute to school without any hassle.

#### Parent Engagement

We conduct periodical parent-teacher meetings to inform parents about the progress of their wards. Also, we provide real-time updates about students on the nConnect app so that parents stay in the loop whenever the school plans any activities.

Source: <https://www.narayanaschools.in>

# Top 10 Schools in India with Advanced Science Labs



**Advanced science labs in school are what will make a difference in this age of scientific literacy. This is no space for all the apparatuses but for dynamic surroundings where ideas could be explored, experimented on, and thought through in depth. These lab facilities enhance hands-on experimentation and give rise to ideas toward solutions of real life complicated scientific problems and make it all understandable. The career skills of the STEMs careers will be ignited like setting fire because the inquiry-based learning facilities are preparing these students for a challenging job market.**

#### Standards for Evaluation

To curate the list of the best schools with sophisticated science labs in India, several criteria were considered:

#### Lab Facilities

The extent and quality of laboratory equipment with specialised labs for physics, chemistry, biology, and emerging fields in

robotics and environmental science.

#### Faculty Expertise

Qualification, experience, and continuing professional development of science faculties are essential. A teaching expert will significantly impact the amount of learning that a student will achieve.

#### Student Successes

The children from the schools who offer a great science learning culture will mostly come out on top of other students in any given science competition, science fairs, or olympiad.

#### Innovative Science Teaching Techniques

Science classes that make use of advanced



of them provides well-structured experimentation support and takes due safety precautions.

#### Special Programs

The school includes a distinct inquiry-based learning program. Students participate in projects to ask hypotheses and conduct experiments.

#### Notable Achievements

The school has an excellent reputation, with winning awards at national and international science fairs, showing their innovative projects and research.

### 2. Narayana Group of Schools, Various branches in Hyderabad

#### Description of Science Labs

Narayana schools are known for outstanding

lab facilities, which are well-equipped physics, chemistry, and biology labs, which will provide hands-on learning and experimentation.

#### Special Initiatives

The curriculum has been enriched with robotics and coding workshops that encourage students to pursue the interface of science and technology.

#### Excellent Achievements

The school has an impressive number of students who participate and succeed in science Olympiads, thus showing a robust base in scientific education.

### 3. Bishop Cotton Boys' School, Bangalore

#### Description of Science Labs

Science labs in the school are practical, kept clean, and equipped with much more diverse experimental equipment in various multiple scientific fields.

#### Special Programs

Annual science exhibition where students exhibit their innovative projects is a feature. This will enable the application of theoretical knowledge to practical fields.

#### Notable Achievements

The alumni of the school have made significant contributions in different scientific fields, which clearly shows the good foundation laid during their schooling.

### 4. Delhi Public School, R.K. Puram New Delhi

#### Description of Science Labs

DPS R.K. Puram has fully equipped laboratories with the latest technology, such as smart boards and digital tools for interactive learning.

#### Special Programs

The school carries out inter-school science

teaching methods include the usage of project work, collaboration in research and integrating technology for learning are definitely much more engaging.

### Best Schools with Advanced Science Labs

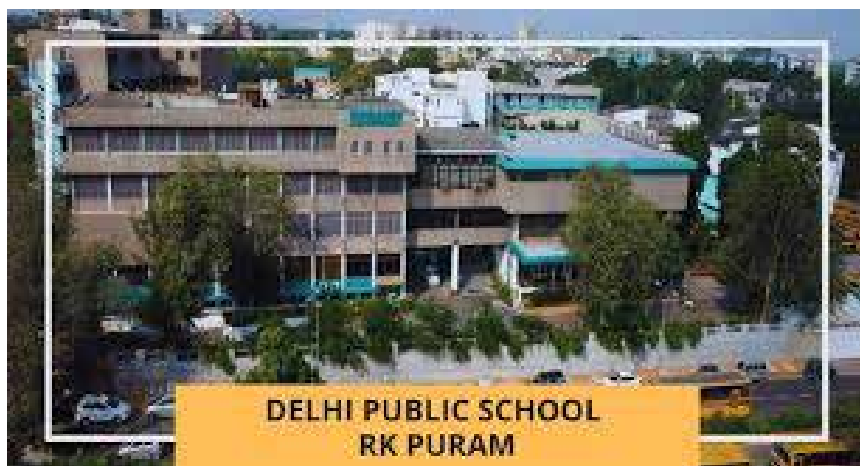
#### The Shri Ram School, Delhi-NCR

#### Science Labs Description

Shri Ram School offers science labs equipped with modern facilities. Each







**DELHI PUBLIC SCHOOL  
RK PURAM**

symposiums and encourages research work in which students can collaborate and innovate.

#### Notable Achievements

This institution has always been among the

#### 6. Vasant Valley School, Delhi

##### Description of Science Labs

Vasant Valley has all science labs with a proper setup that encourages team learning. The lab is both appropriate for gui

Students are expected to conduct research work outside the class.

#### Notable Achievements

Good performance in national science competitions is seen here, as most students are first prize winners.

#### 7. Mayo College, Ajmer, Rajasthan

##### Science Laboratories

There are rich, varied resources of laboratories which help apply scientific theories practically in the study of students to conduct an experiment in a safe, supportive environment.

#### Special Features

The school encourages student participation in national and international science research projects, keeping the spirit of inquiry and innovation alive.

#### Achievements of Outrageous Value

Many ex-students achieved excellence in science streams and credited their achievements to their science education in Mayo College.

#### 8. Sishya School, Chennai

##### Description of Science Laboratories

Sishya boasts of ultra-modern technologies for large-scale experimentation and exploration on scientific disciplines

#### Special Programs

The Science Club facilitates regular activities and workshops meant for research and discovery.

#### Distinguishable Achievements

Strong participation in science fairs and competitions is a testament to the pursuit of excellence in science education.

#### 9. Jayshree Periwal International School, Jaipur

##### Science Labs

The school has developed labs that pro-



top schools in science education, where most of its students always score high in science-related competitive exams.

#### 5. Aga Khan Academy, Hyderabad

##### Description of Science Labs

The academy provides modern laboratories equipped with the latest technology, designed to support a wide range of scientific investigations.

#### Special Programs

Interdisciplinary courses, combining multiple disciplines and encouraging a holistic and critical approach towards scientific issues.

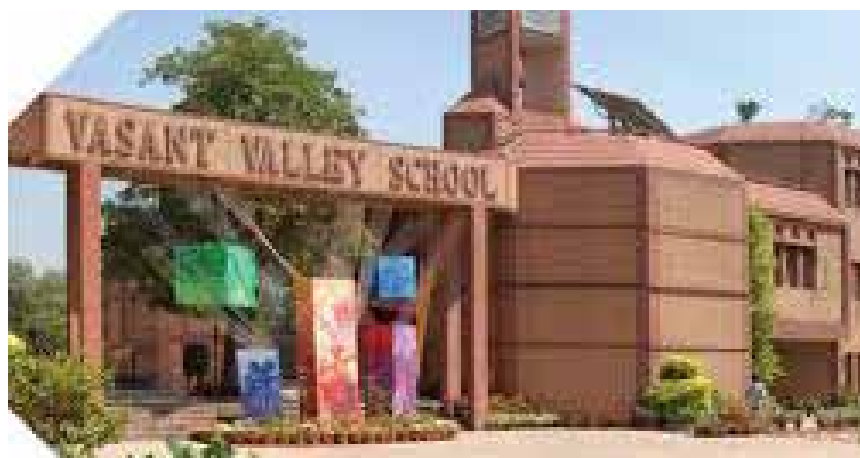
#### Notable Achievements

Students receive many international science fair prizes. The academy is an excellent science education institution.

ded experiments and independent inquiry.

#### Special Programs

The school has project-based learning.





mote inquiry-based learning where students can perform experiments relevant to real-life scientific challenges.

### Special Programs

Interdisciplinary projects allow the student to apply science in other subjects to help him better understand scientific concepts.

merous scientific activities and immensely experiential in approach.

### Special Programs

It has research collaboration with some of the local universities so that students get opportunity through this; it is possible to gain deep insight to the scientific inquiry.



### Significant Achievements

Ascribed for its innovative curriculum together with student involvement in science fairs.

### 10. St Xavier's Collegiate School, Kolkata

#### Science Labs description

St Xavier's is a fairly well-equipped lab, nu-

Many alumni have made notable contributions to the world of science, but these speak to the kind of rigorous academic foundation set in this school.

### Implication on Students

It has very far-reaching, profound effects on students themselves. Science labs allow

learners to put theories into actual practices by providing them with a hand-on experience to help the students develop and ignite scientific curiosity and affection for it. Most often, after carrying out actual experiments, students claim that a particular abstract concept becomes interesting, relating it to common, daily life. Moments of inspiration from lab activities are frequently cited by students as the moment they discovered their passion for scientific inquiry. Teachers also comment that students' participation and collaboration have increased dramatically since they now work together in solving problems and conducting experiments.

Moreover, the skills acquired in these labs, such as critical thinking, teamwork, and effective communication, are invaluable and transferable to many areas of life. The confidence gained through hands-on experimentation often translates into greater academic performance and increased interest in pursuing careers in STEM fields.

### Future Prospects

The world is becoming increasingly reliant on technology and scientific advancement, and the role that quality science education plays in preparing students for future careers cannot be overstated. While learning a few more facts beyond this place, students in those advanced science lab schools can develop the role of innovative minds and problem solvers. The curricula being used for those labs put their students ready to conquer areas such as biotechnology, engineering, and environmental science. As different industries continue to change in nature, application and critical thinking of scientific knowledge will be essential; hence making the investment in more advanced science education crucial in ensuring that students succeed.

### Conclusion

Advanced science laboratories are important components for the development of tomorrow's scientists, engineers, and innovators. Such setups make learning more interesting while making science accessible. Today, parents want the very best for their children: quality education. Among quality science education, lab facilities, and programs should form a priority. For school seekers who are looking forward to finding schools that primarily focus on advanced science studies, check out Skoodos for detailed information about the best institutions in India.

Source: <https://www.linkedin.com>



# Why do you want kids to code?

## Wrong answers

Use variables

Write loops

Use if... then... statements

Debug an error

Use Boolean logic

Learn hexadecimal

Learn syntax

Use technology

## Right answers

Explore ideas

Collaborate with others

Make thinking concrete

Visualize a process

Learn how to design

Solve a problem

Create something exciting

Control technology

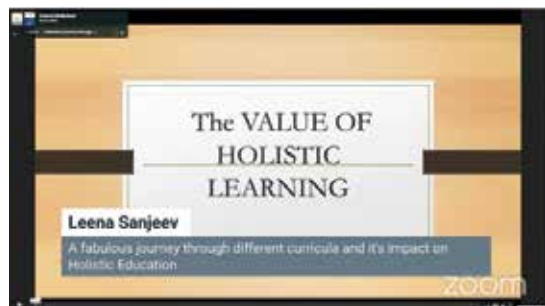
**Coding is a tool, not a learning outcome.**

*Created by @cashjim*



# SCHOOL REFORMER

## ONLINE MEETINGS WITH GUEST SPEAKERS



### School Reformer : Meetings Calendar

Speaker	Topic	Date	Time
<a href="#">Ms Leena Sanjeev</a>	A fabulous journey through different curricula and its impact on holistic education	20-May-2022	11:00 AM
<a href="#">Ms Juhi Kapil</a>	Time Management: One Step At A Time	1-June-2022	11:30 AM
<a href="#">Mr Syed Hamid Hasan</a>	Recruitment, SOP, Interview, Saas, Podcast	2-June-2022	10:30 AM
<a href="#">Mr Vipin Rajesh Singh</a>	Green School	3-June-2022	10:00 AM
<a href="#">Mr Mohammad Zulfikar Hussain</a>	"Student Wellbeing" and "Teaching is a Calling"	7-June-2022	10:00 AM
<a href="#">Ms Sowbhagya Varma HS</a>	The Need for School Transformation in Indian Schools in today's context - My perspective	16-June-2022	11:00 AM
<a href="#">Ms Sai Mounika Murarisetti</a>	Teacher Career options, Growth and Sustainability, Development and Opportunities	17-June-2022	10:00 AM
<a href="#">Ms Kavita Govil</a>	Let's evolve - Looking Back and Looking Ahead	20-June-2022	11:00 AM
<a href="#">Ms Dolly Sirohi</a>	Geography at IB and Future Career Opportunities	28-June-2022	11:00 AM
<a href="#">Dr Rabiaah' Bhatia</a>	3E's of Life	4-July-2022	11:30 AM

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