Try including admission quota for foreign students: HC to DU

New Delhi, Dec. 4: The Delhi high court has asked the Delhi University to endeavour to include a quota for foreign students in its newly introduced integrated five-year law course from the next academic session in accordance with the extant regulations.

The high court, however, dismissed a petition seeking directions to the varsity to make provisions for admission of foreign nationals in the integrated five-year BA LLB (Hons.) or BBA LLB (Hons.) courses, in accordance with Foreign Students' Registry (FSR) guidelines for the current academic session 2023-2024.

"However, there can be no gainsaying that respondent no.1-University must endeavour to include the concerned quota from the upcoming academic session as per the extant regulations. Accordingly, the instant petition stands dismissed...," Justice Purushaindra Kumar Kaurav said in a November 29 order.

The petition said on September 26 this year, the varsity published the prospectus for integrated five-year BA LLB (Hons.) and BBA LLB (Hons.) courses where

NEW | STUDY Govt building language datasets via an AI-led translation system

India uses AI in fight against tuberculosis

Bengaluru, Dec. 4: For a few weeks this year, villagers in Karnataka read out dozens of sentences in their native Kannada language into an app as part of a project to build the country's first AI-based chatbot for Tuberculosis.
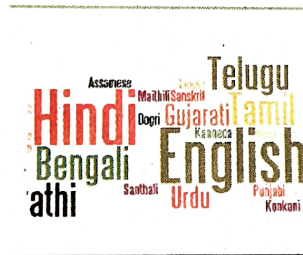
There are more than 40 million native Kannada speakers in India and it is one of over 121 languages spoken in India.

But few of these languages are covered by natural language processing (NLP), the branch of artificial intelligence (AI) that enables computers to understand text and spoken words. Many Indians are thus excluded from useful information and many economic opportunities.

"For AI tools to work for everyone, they need to also cater to people who don't speak English or French or Spanish," said Kalika Bali, principal researcher at Microsoft Research India.

"But if we had to collect as much data in Indian languages as went into a large language model like GPT, we'd be waiting another 10 years. So what we can do is create layers on top of generative AI models such as ChatGPT or Llama," Bali said.

Government is also building language datasets through Bhashini, an AI-led language translation system that is creating open source datasets in local languages.

The platform includes a crowdsourcing initiative for people to contribute sentences in various languages, validate audio or text transcribed by others, translate texts and label

● **GOVERNMENT IS** building language datasets through Bhashini, an AI-led language translation system that is creating open source datasets in local languages.

images.

"The government is pushing to create datasets to train large language models in Indian languages, and these are already in use in translation tools," said Pushpak Bhattacharyya, head of the Computation for Indian Language Technology Lab in Mumbai.

Gram Vaani, or voice of the village, a social enterprise that works with farmers, also uses artificial intelligence -based chatbots to respond to questions on welfare benefits.

— *Reuters*

Allen Career acquires Doubtnut

New Delhi, Dec. 4: Test preparatory firm Allen Career Institute has completed acquisition of AI-led doubts solving platform, Doubtnut, the company said on Monday.

According to sources, Allen has acquired Doubtnut for $10 million (about ₹83 crore).

"Doubtnut team to join Allen to build a world-class doubts platform of the future. This strategic move reflects Allen's commitment to building technology led learning solutions focused on improving students' learning outcomes," Allen said.

Post the acquisition, Doubtnut's team will continue their focus on building doubts resolution experience for students of Allen and Doubtnut, the statement said.

"Doubtnut's platform will allow us to enhance the learning experience for our students," Allen chief executive officer Nitin Kukreja said.

Doubtnut has a monthly reach of 32 million students across digital apps, websites and YouTube channels. Allen will bring its curriculum and academicofferings to Doubtnut's student base. — *PTI*

{ LS TOLD } FIVE YEAR DATA

13k SC/ST, OBC students dropped out of central varsities, IITs, IIMs

HT Correspondent

letters@hindustantimes.com

NEW DELHI: Around 13,626 reserved category students from the Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC) have dropped out of the central universities (CUs), the Indian Institutes of Technology (IITs), and the Indian Institutes of Management (IIMs) over the last five years, minister of state for education Subhas Sarkar informed the Lok Sabha on Monday.

The data was submitted in response to a question by Bahujan Samaj Party MP Ritesh Pandey about the number of dropouts from central universities, IITs, IIMs and National Law Uni-

FOR THE WELFARE OF SC/ST STUDENTS GOVT HAS TAKEN STEPS LIKE FEE REDUCTION, SCHOLARSHIPS, THE MINISTER SAID

versities over the last five years.

In his response, Sarkar said, in the last five years, around 4,596 OBC, 2,424 SC, and 2,622 ST students have dropped out of central universities; 2,066 OBCs, 1,068 SCs, and 408 STs from IITs; and 163 OBCs, 188 SCs, and 91 STs from IIMs. "NLUs have been established under the Acts enacted by the respective state legislatures and as such they are the state universities. No such data on dropout students from NLUs is maintained by the central government," he added.

Explaining the possible reason behind the drop-outs, Sarkar said students have multiple options in the higher education sector and they choose to migrate across institutions and from one course/programme to another in the same institution.

Responding to a query on what the government was doing to address the issue, Sarkar said:"For the welfare of SC/ST students schemes like 'waiver of tuition fees in IITs', grant of national scholarships under Central Sector Scheme, scholarships in Institutes etc. are there."

{ 'STYLE, CHARM, ATTRACTIVENESS' }

Oxford University Press announces 'rizz' as its word of the year 2023

Agence France-Presse

letters@hindustantimes.com

LONDON: "Rizz" — a colloquial term defined as "style, charm, or attractiveness" — has been crowned word of the year for 2023, Oxford University Press (OUP) announced on Monday.

Its lexicographers chose "rizz", which also conveys "the ability to attract a romantic or sexual partner", from a shortlist of four words and phrases, after help from the public.

An online vote had whittled down the list from eight finalists, all selected "to reflect the mood, ethos, or preoccupations" of the year.

"Rizz was chosen by the language experts at OUP as an interesting example of how language can be formed, shaped, and shared within communities, before being picked up more widely," OUP said.

"Etymologically, the term is believed to be a shortened form of the word 'charisma', taken from the middle part of the word, which is an unusual word formation pattern," it noted.

The publisher added that the word shows the growing society-wide impact of Gen Z and how "younger generations create spaces — online or in person — where they own and define

An Oxford English dictionary is shown in New York. AP

the language they use".

The term earned mainstream recognition in June after an interviewer asked "Spider-Man" actor Tom Holland about his "rizz". The 27-year-old replied he had "no rizz whatsoever".

It is the second consecutive year that the public have played a part in picking Oxford's word of the year, after an inaugural public vote last year saw "goblin mode" prevail.

In that instance, the public were given the chance to choose the overall winner. An overwhelming 93% opted for the slang term describing "unapologetically self-indulgent, lazy, slovenly or greedy" behaviour.

Previous words of the year —

chosen by Oxford lexicographers — include "vax" (2021), "climate emergency" (2019) and "selfie" (2013).

In the 2023 selection process, more than 30,000 word lovers helped decide head-to-head competitions between four different pairs of words or phrases.

They selected "rizz" over "beige flag" — a character trait indicating that a partner or potential partner is boring.

The other finalists were "Swiftie" (an enthusiastic Taylor Swift fan), "prompt" (an AI programme or algorithm instruction) and "situationship" (a romantic or sexual relationship not considered formal or established).

'No plan to introduce state specific cultural curricula'

OUR CORRESPONDENT

NEW DELHI: There are no plans to introduce state-specific cultural curricula in a partnership with the Ministry of Education, Union Tourism and Culture Minister G Kishan Reddy told Parliament.

In a written reply to a question in the Lok Sabha, Reddy said paragraph 4.32 of the National Education Policy (NEP), 2020 clearly mentions that the states will prepare their own curricula and textbooks, incorporating state-specific material as needed.

The Ministry of Culture, through its autonomous body Centre for Cultural Resources and Training (CCRT), designs training programmes focusing

> Reddy said paragraph 4.32 of the National Education Policy, 2020 clearly mentions that the states will prepare their own curricula

on the promotion and preservation of India's tangible and intangible cultural heritage, literary heritage, folk and tribal art and culture (dance, music, painting) and craft traditions, with a special emphasis on multilingualism and multiculturalism, keeping in view the recommendations of the NEP-2020, Reddy stated.

Nurturing excellence through executive edn programmes

JOHN KALLELIL

In recent times, the landscape of effective leadership has experienced a remarkable transformation to adapt to the ever-evolving global environment. To excel in their roles and confront the multifaceted challenges of the contemporary world, leaders must continually evolve, learn, and cultivate fresh competencies. This entails the pursuit of thought leadership, active participation in leadership development conferences, and an unwavering commitment to professional growth while staying abreast of the latest developments in leadership excellence.

EMERGING TRENDS IN LEADERSHIP EXCELLENCE:

Creating a cohesive and efficient workplace culture hinges on the recognition and emphasis of individual skills and behaviors. Building such an environment requires fostering confidence, autonomy, alignment, and happiness among employees. In today's business environment, the relentless pursuit of rapidly advancing disciplines and technologies, the promotion of diversity, and the addressing of dwindling morale have become paramount. Recent developments in leadership education underscore the significance of technological literacy, emotional intelligence, change management, and sustainable development. To truly appreciate the importance of leadership, leaders must wholeheartedly embrace the greater good, persistently focus on personal growth, and exhibit an acute understanding of diverse perspectives, acknowledging the broad scope of its importance.

CHALLENGES IN CULTIVATING LEADERSHIP EXCELLENCE:

A crucial aspect of executive education programs is their focus on enhancing managerial skills rather than just technical proficiencies. These programs serve as a valuable resource for developing a comprehensive understanding of management strategies, effective communication, and strategic decision-making. Participants learn to refine their leadership abilities and cultivate a rich repertoire of leadership styles, communication strategies, and strategic decision-making approaches. They acquire the skills to adapt their leadership styles to diverse situations and foster a collaborative, inclusive, and contemporary workplace culture. Furthermore, executive education programs offer participants access to renowned educators and industry leaders who generously share their expertise and real-world insights. Through case studies, simulations, and interactive discussions, participants gain practical insights into leadership challenges and hone their problem-solving skills. These programs also foster networking opportunities, connecting executives with peers from different sectors and backgrounds, promoting the exchange of ideas and best practices, and expanding participants' perspectives to better address complex management issues.

Navigating the formidable task of cultivating leadership excellence in the workplace presents several challenges. Developing self-awareness and emotional intel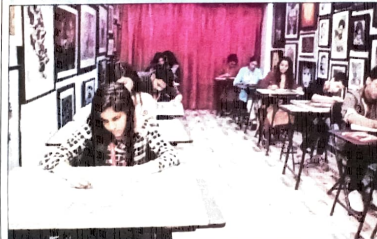ligence is one of the most demanding endeavors. Leaders must possess a deep understanding of their strengths and weaknesses to make informed decisions and foster meaningful relationships with others. The ability to lead cross-functional teams and adapt to changing circumstances is equally pivotal. This necessitates the cultivation of flexible leadership philosophies, which can be a formidable undertaking. Staying abreast of rapidly evolving markets and technologies demands ongoing learning and adaptability.

CONCLUSION:

In summary, executive education programs are indispensable for nurturing outstanding leadership in today's fast-paced and competitive corporate world. At XED, we excel at curating leadership development programs that are tailor-made for diverse organizations, Fortune 500 companies, and global brands. These programs offer executives a unique opportunity to expand their knowledge, refine their skills, and stay attuned to the ever-changing business trends and challenges. By blending practical insights, conceptual models, and peer interactions, participants can enhance their leadership proficiency and develop a deeper understanding of organizational dynamics. Leaders who engage in immersive learning experiences gain the confidence and skills needed to tackle complex issues, inspire their teams, and foster strategic innovation. Moreover, executive education programs not only support the resilience and success of organizations as a whole but also contribute to the growth and development of individual leaders.

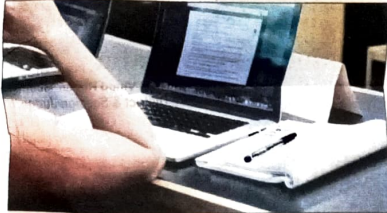*The author is CEO, XED*

UG, PG courses in art & design

The Indian Institute of Art & Design (IIAD) in association with Kingston School of Art, Kingston University, UK, is accepting applications for the UG and PG courses for the academic year 2024-25. The institute provides a range of courses at both the undergraduate and postgraduate levels. In the undergraduate programme, students can pursue studies in fashion design, communication design, interior architecture and design, fashion business management, and fashion communication. At the postgraduate level, the institute offers a specialized programme in fashion business management. Under the guidance of a distinguished faculty comprising industry experts, acclaimed designers, and accomplished practitioners, IIAD fosters the next generation of designers through a comprehensive and holistic approach to education.

Runathon by Noida school

Apeejay School Noida recently organised Runathon 2023 to commemorate the 104th Birth Anniversary of Dr Satya Paul.

Around 1,000 participants, both males and females, across various categories based on distance and age, made it a vibrant event. To pep up the runners in the cold and windy Sunday morning, a Zumba session with the participants was presented, which not only charged up the atmosphere but also set the tone for an action packed day ahead.

Top 5 platforms for data analytics courses

Digital disruption has played a pivotal role in catapulting data analytics into a much-needed discipline, and an almost indispensable part of successful business operations. Data analytics requires an incisive study of data to identify trends and patterns. Based on that information then, businesses can make judicious decisions to fulfill business goals and optimize the performance of the enterprise.

Here's the list of top 5 data analytics courses with insight into their curriculum.

1. IIM SKILLS

IIM SKILLS is a leading ed-tech institute that offers a plethora of professional courses and programs to propel you toward excellence in your professional lives.

The data analytics course comprises an intensive curriculum that is designed for working professionals and students who seek to understand data analytics exhaustively including the tools, and techniques required for practical work.

The curriculum covers machine learning, data visualization, and business intelligence. Hands-on learning with the help of tools and applications further fortifies your knowledge of data analytics.

2. Indian School of Business (ISB)

ISB is a renowned institute that offers a diverse range of professional training programs. The Applied Business Analytics program offers a concise and impactful curriculum covering all the major aspects of data analysis. Curriculum includes including factor analysis, classification analysis, and descriptive and predictive analysis.

3. IIM Bangalore

IIM Bangalore, one of the most coveted institutes for management education, provides a specialized certificate program in Business Analytics and Intelligence(BAI). This course is ideal for professionals seeking to leverage the immense potential of data to efficiently strategize a business plan.

The curriculum covers data-driven decision-making, predictive modeling, data visualization, and analytics-driven strategy. Students work on various case studies and industry projects to gain a practical understanding of how to manage, read, and handle data in real-life scenarios.

4. Indian Statistical Institute

Indian Statistical Institute needs no introduction. It is a stalwart in the field of education and offers a top-notch Data Science and Business Analytics Program. The curriculum includes data exploration, statistical modeling, machine learning, and more. Practical assignments and industry-relevant projects enhance your understanding of analyzing data.

5. Intellipat

The curriculum includes modules on data analysis, machine learning, and big data. Students work on industry projects, building a strong foundation. They become adept at handling technical and practical aspects with full conviction.

Before enrolling in any data analytics program, carefully assess key aspects of each course like the curriculum, faculty, student reviews, learning management system, industry collaborations, and placement support to ensure that they are aligned with your career objectives.

MS LINA ASHAR

Edn and employability: Aligning the NEP 2020 with job market demands

Education has long been integral to society, shaping minds and preparing individuals for the workforce. However, traditional education systems have often been criticized for their uniform approach to learning, lack of innovation, and emphasis on conformity over creativity. In this era of unprecedented change, the need to align education with the evolving job market demands has never been more critical. The National Education Policy (NEP) of 2020 in India represents a significant opportunity to bridge the gap between education and employability by introducing transformative changes in the educational landscape.

The Traditional Approach: Uniform Learning and Conformity Traditional education systems have historically followed a one-size-fits-all approach. The same content, methods, and pace of learning were the norm. This approach, while efficient in some aspects, often fails to accommodate students' diverse needs and talents. Moreover, it fostered competition over individual growth, as students were frequently pitted against each other rather than encouraged to explore their unique skills and interests.
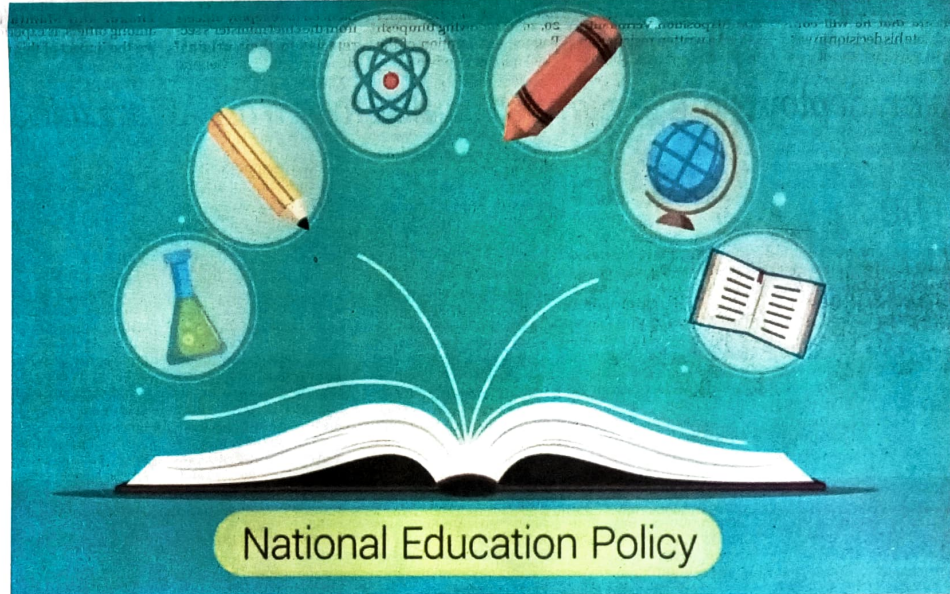
The emphasis on adherence to a fixed curriculum and standardized testing left little room for innovation and creativity in the learning process. This rigidity in educational systems hindered the development of critical thinking, problem-solving abilities, and adaptability – which stays critical skills in today's dynamic job market.

THE URGENCY OF CHANGE

We stand at a historical crossroads, facing urgent challenges like climate change and the unpredictable future of work. The mandate for change in our educational systems has never been louder. The 21stcentury workforce requires individuals who are well-versed in their respective fields and equipped to adapt to rapidly changing circumstances and contribute innovatively to their industries. These changes and transformation can be strategically developed through schools or education system.

THE NEP 2020: A BEACON OF TRANSFORMATION

The National Education Policy of 2020 in India can significantly shift Indian education. It acknowledges the shifting sands beneath our educational structures and strives to align them with the job market demands. Let's explore how the NEP 2020 addresses the critical challenges of traditional education and fosters employability.

FLEXIBLE CURRICULUM AND MULTIDISCIPLINARY LEARNING

One of the most notable changes introduced by the NEP 2020 is the emphasis on a flexible curriculum and multidisciplinary learning. It will help the students explore various subjects and discover their passions and talents. Instead of being confined to rigid subject silos, learners are encouraged to pursue diverse courses, fostering a broader skillset and knowledge base. Further, this will enhance personalised learning and skill development.

Additionally, this approach aligns well with the job market demands, where employers increasingly seek candidates with a multidisciplinary skillset. Today's complex problems often require interdisciplinary solutions across various domains and are highly valued.

SKILL DEVELOPMENT AND VOCATIONAL EDUCATION

The NEP 2020 recognizes the importance of skill development and vocational education in enhancing employability. It aims to integrate vocational courses into the mainstream curriculum, providing students practical skills and hands-on experience. This prepares students for a broader range of career options and reduces the gap between theoretical learning and real-world application.

EMPHASIS ON CRITICAL THINKING AND CREATIVITY

To address the need for more innovation and creativity in traditional education, the NEP 2020 strongly emphasizes critical thinking, problem-solving, and creativity. It encourages educators to adopt innovative teaching methods and assessments that promote these skills. This shift is essential for preparing students to thrive in a job market that values creative problem solvers and innovators.

CONTINUOUS LEARNING AND ADAPTABILITY

Continuous learning and adaptability are paramount in today's rapidly changing job market. The NEP 2020 promotes lifelong learning by establishing a credit-based system that allows individuals to pursue education at their own pace and convenience. It also encourages technology integration in education, enabling learners to access resources and courses online, further supporting lifelong learning.

ASSESSMENT REFORMS

The NEP 2020 introduces assessment reforms to remove rote memorization and encourage a holistic evaluation of students' capabilities. This includes formative assessments, competency-based exams, and a reduced focus on high-stakes board exams. Such reforms better reflect a student's true potential and readiness for the workforce as they assess a more comprehensive range of skills and abilities.

GLOBAL EXPOSURE AND COLLABORATION

Exposure to international perspectives and collaboration skills are essential in an increasingly globalised world. The NEP 2020 promotes internationalization by encouraging collaboration with foreign educational institutions and facilitating student and faculty exchange programs. This exposure not only enhances employability but also broadens students' horizons.

Schools play a pivotal role at the crossroads of shaping a robust educational foundation and fostering essential employability skills from a young age. Conventional schools may encounter challenges in updating their curriculum and aligning with NEP. However, they can leverage plug-and-play curriculum solutions to power classrooms to efficiently stay current and adapt to the fast-paced educational landscape.

As we adhere to new norms and policies, it is highly imperative to adopt the change in the entire ecosystem. In a world of rapid change and uncertainty, aligning education with the job market demands is not merely an option but a necessity. The National Education Policy of 2020 in India provides a blueprint for transformation, emphasizing flexibility, skill development, critical thinking, and adaptability. By fostering these qualities in learners, the NEP 2020 aims to empower individuals to find employment and excel in an ever-evolving job market. As we rebuild a strong foundation of our educational structures, we must embrace these changes and equip our learners with the tools they need to succeed in the 21st century.

National Education Policy

Armed With Knowledge, Quizzards From 32k Schools Shatter Barriers

4-Month Event Celebrates Army's Dedication To Nurturing Intellectual Growth, Leadership Qualities

Siddhivi.Singh@timesgroup.com

New Delhi: This wasn't just your ordinary quiz — it was a symphony of knowledge, an intellectual spectacle, a melting pot of wit. Over 32,000 schools from across the country participated in it, with the final showdown at Manekshaw Centre in Delhi Cantonment on Monday. 'Battle of Minds – Indian Army Quiz 2023', commemorating the 25th anniversary of the Indian victory in Kargil, saw St John's School BLW of Varanasi walking off with the war spoils after four months of tough combats.

The event became a celebration of unity in diversity, debunking the myth that quizzing is an elite activity. The outreach programme, executed under The Times of India's Teach India nationwide CSR education and skilling initiative, traversed the length and breadth of the country, engaging young minds and encouraging children from lesser-known districts to participate.

Felicitating the winners alongside chief guest Rajeev Chandrasekhar, Union minister of state for electronics and information technology & skill development and entrepreneurship, were General Manoj Pande, chief of army staff, and his wife, Archana Pande, who is the president of the Army Wives' Welfare Association. Prizes for the participants included cash awards, certificates and tablets. The winning team even won their school a minibus.

General Pande, emphasising the Indian Army's dedication to nurturing the intellectual growth and leadership qualities of the youth, encouraged the participants and extended his good wishes to the mentors and teachers who were shaping the leaders of tomorrow.

Before all this, it began with a massive funnelling process in 779 districts across all states and Union territories, for which Teach India had prepared a customised curriculum. Under the roof of Manekshaw Centre on Monday, with Seema Chari orchestrating the questioning, the six finalists scrambled to hit the buzzer and to nail the rapid-fire rounds, each moment keeping the audience on the edge of their seats.

Quizmaster Chari told **TOI** these past months had been a rollercoaster for her, a profound learning experience unlike any other quiz. It was a journey of traversing linguistic, social, cultural and regional boundaries. She highlighted the transformative nature of the event, which shattered the traditional quiz norms. "The concept of quizzing, once confined to a select few schools, took a giant leap towards inclusivity. I was surprised to see schools from districts that I didn't even know existed" she said. "If children initially hesitated to raise their arms to answer questions, in time they had overcome their shyness. Empowerment was, thus, an important theme of the event, more so the participation of girls."

The quarter finals unfolded at 12 locations across the nation, including a special round at the Kargil War Memorial. Major General PR Murli revealed the Army's initiative aimed at not just showcasing the force's endeavours but spreading the word across the nation. He told **TOI**, "The whole gamut of moving around and utilising the army resources coupled with Teach India resources in a unique way created a dynamic platform that resonated with inclusivity."

The question arises: Why choose quizzing? Major General Murli explained the transformative power of quizzing, of an effort to intellectually stimulate minds in all the nooks of the country. It became an exciting exercise in enlightening students about the army's multifaceted role.

Lieutenant General Channira Bansi Ponnappa, Adjutant General of the Indian Army, emphasised the quiz's broader purpose of reaching out to schools, run both by government and privately, to foster understanding of the army while expanding knowledge in technology and general awareness. "The Teach India initiative played a pivotal role, ensuring access, providing learning materials, and instilling confidence, all contributing to a broader view of empowerment," said the general. "In the 25th year of Kargil, the quiz became a beacon for a better understanding of the armed forces, with Teach India acting as a crucial catalyst. There was no discrimination on where the children came from or who got access, only an open effort to prepare the nation for a brighter future.

The winning team of Harish Mambla, Swasti Gupta and Ashwini Kumar were ecstatic and testified to how quizzing goes beyond mere questions. "Quizzing is all about striking the right team chemistry," said Mambla. "We started practising every day at night after school, dividing the learning materials, identifying each other's strengths and weaknesses." The trio said that the best part of the journey was their seeing each other grow as a person — not just in knowledge but as individuals.

Minister Chandrashekhar in his keynote to the audience emphasised the importance of acquainting the younger generation with the real stories of our country's forces, making this quiz a compelling platform for meaningful impact. Reflecting on the event's title, Chandrashekhar mused that the term 'battle of minds' signified a departure from the earlier era of brute force and the emergence of the mind as a superior asset, a formidable weapon in the battlefield of life.

Photos: Tarun Rawat

> The event's title in a lot of ways tells us the mind is a far better asset in the battlefield in this era. Campuses today are absolutely energised to be stakeholders in the progress of a much stronger, united nation
> **UNION MINISTER RAJEEV CHANDRASEKHAR**

> To the young minds who participated, it is a confirmation of your thirst for knowledge and the reward is that you keep this pursuit going
> **GENERAL MANOJ PANDE, CHIEF OF ARMY STAFF**

INDIA'S BIGGEST INTER SCHOOL QUIZ COMPETITION
BATTLE OF MINDS

St. Anthony's Senior Secondary School, Udaipur

Promoting learning beyond classroom challenge for education system: L-G

JAMMU, DECEMBER 4

Lieutenant Governor Manoj Sinha on Monday said the real challenge for the education system is to promote learning beyond the classroom and impart life skills.

Sinha also called upon the teaching community and the educational institutions to adopt best practices aligned with the National Education Policy to bridge the learning gaps. "Never stop chasing your dreams, is my message to our youth. Discover what you really love doing, strive contin-

MORE POSSIBILITIES

❝ The National Education Policy has provided immense possibilities to elevate learning.

Manoj Sinha, LIEUTENANT GOVERNOR

uously to achieve new goals, reflect on your greatest passion and never ever stop believing in yourself," Sinha said addressing a function at a private school here.

The L-G said there was a transformation taking place in the education sector and emphasised the need to reinvent the concepts of classroom learning. "School is the cradle of future leaders and centre of creativity, character building and a fundamental medium to strengthen the value system," he said.

Sinha said the NEP has provided immense possibilities to elevate learning and create a conducive environment for critical thinking, creativity, individuality and inquisitiveness to flourish to foster learning in young children. — PTI