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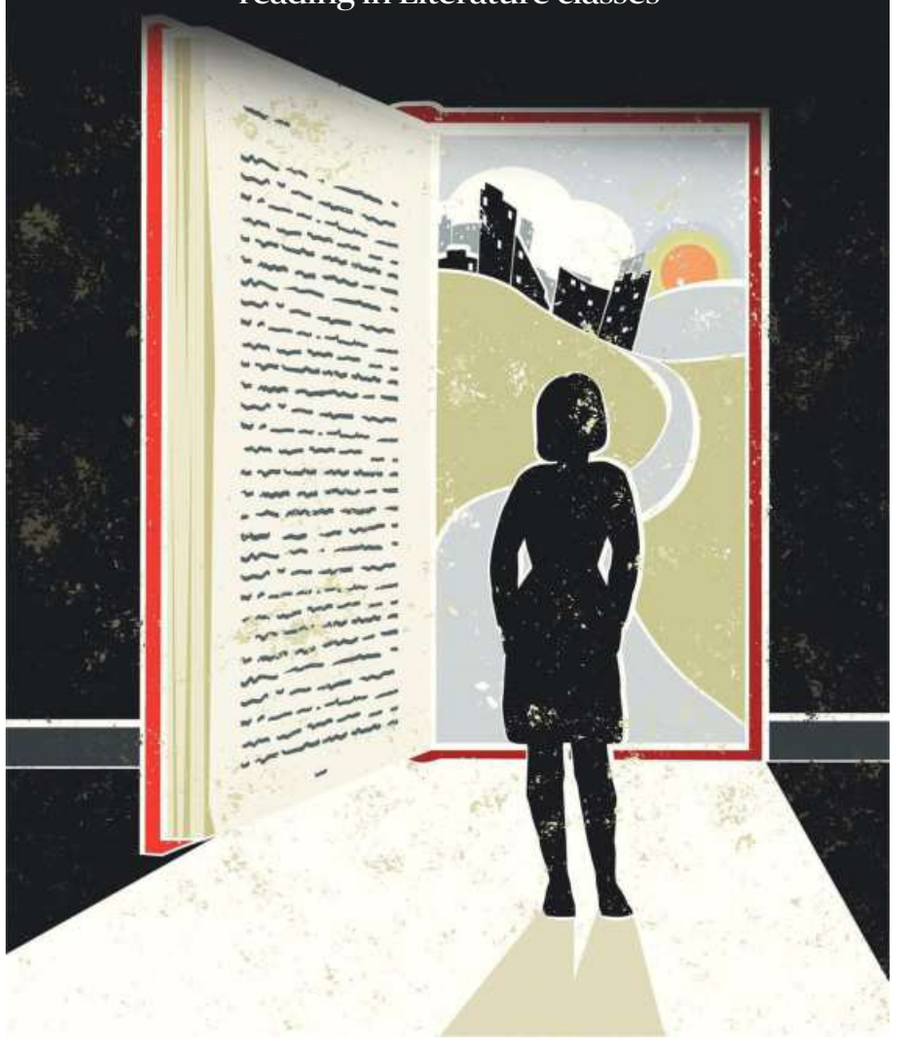
Read for life

How to rekindle the passion for reading in Literature classes



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H. Kalpana Rao

When I began teaching literature, I assumed my students would love the texts I held dear. However, my first term quickly disproved me of that notion. I discovered that many students believed reading the actual texts was unnecessary – as long as they could access story outlines and prepare a few essay answers using notes from senior students or guidebooks. This realisation was disheartening.

I soon learned that I was not alone in this concern. Many colleagues had similar experiences. Over time, I began to reflect: Was the issue rooted in students' inability to read, or was it a general lack of interest? Gradually, I understood that the problem was not a lack of reading skills but rather an inertia toward reading itself. This led me to question how literature is taught, and more importantly, how we might rekindle genuine interest among students.

Categorisation

An often-overlooked factor in this discussion is the content and approach used in the classroom. English departments in colleges and universities typically organise their syllabi into categories like Romantic poetry, 19th century fiction, or Shakespeare and offer specialised courses such as Literary Criticism that cover critics from Dryden to Eliot and theorists like I. A. Richards and Derrida. However, these are often treated as discrete, isolated units rather than interconnected frameworks to understand literature as a totality.

Yet literature is a dynamic tapestry of voices, histories, and ideas. When students complete a literature course, they are rarely concerned with how many children Mrs. Bennet had in *Pride and Prejudice* or how William Empson conceptualised ambiguity. These details may seem trivial and, as a result, students may disengage from the larger experience of reading and thinking about literature. The solution lies in re-imagining the way we teach literature: moving from rote learning to critical engagement.

One effective strategy is to encourage students to explore meaning through inquiry. For instance, instead of summarising the plot of *Wuthering Heights*, invite students to investigate the idea of "home" in the novel. When studying Bama, ask students to reflect on how personal struggle shape her memoir. How is valour part of a poem such as Tennyson's *Ulysses* or *Tithonus*? These prompt deeper analysis and personal engagement.

Equally essential is grounding literature in its geographical, historical, and social contexts. Students should research the era in which a work was written, examine the prevailing social conditions, and discuss its relevance in today's world. Literature should not be studied in isolation; it must be connected to the lived reality.

Literary theory

Incorporating literary theory into this process is vital. Rather than treating theory as a separate academic requirement, we must integrate it into the act of reading itself. Encourage students to ask how meaning is produced, how interpretations evolve, and how themes are constructed and deconstructed. This ensures that theory becomes a tool for engagement, not just abstraction.

Students should also be encouraged to write reflectively about their personal responses to texts. Whether analysing a poem or a novel, articulating their thoughts fosters a deeper, more meaningful connection with literature. Without this reflective practice, literature can appear as nothing more than a disconnected compilation of texts.

Moreover, cultural, and philosophical dimensions should be woven into literary studies. Students must be shown how texts help us understand humanity and that this is the broader quest they carry into the world. In our digital age, we can enhance engagement by inviting students to create short films or perform plays based on the texts they study. They can use AI tools to visualise the setting of a play, trace intertextual connections, or retell classic stories in contemporary contexts.

Finally, creating space for classroom debates and discussions is essential, as it fosters independent thinking and helps students see literature as a living dialogue, not a closed book. By adopting these strategies, we can transform the teaching of literature into a dynamic, engaging experience that encourages students to read not just for exams, but for life.

The writer is a former Professor of English, Pondicherry University.

SCHOLARSHIPS

NSP Post-Matric Scholarship For Students With Disabilities
An initiative of the Department of Empowerment of Persons with Disabilities, Government of India.
Eligibility: Indian citizens from Class 11 to postgraduate studies in a recognised institution who have a disability of at least 40% as defined in the Rights of Persons with Disabilities Act, 2016 and an annual family income not exceeding ₹250,000.
Rewards: Maintenance, book grant, and disability allowance.
Application: Online
Deadline: October 31
www.b4s.in/edge/PMSD3

NSP NEC Merit Scholarship
Offered by the North Eastern Council (NEC), Ministry of Development of North Eastern Region.
Eligibility: Permanent residents of any northeastern state enrolled in a diploma, UG, or PG programme, or registered for an M.Phil. or Ph.D. programme with at least 60% in the last qualifying exam and an annual family income not exceeding ₹800,000.
Rewards: Up to ₹30,000 per annum.
Application: Online
Deadline: October 31
www.b4s.in/edge/NECN4

National Overseas Scholarship Scheme
Provided by the Ministry of Social Justice and Empowerment, Government of India.
Eligibility: Students from the Scheduled Castes, Denotified Nomadic Tribes, Semi-Nomadic Tribes, Landless Agricultural Labourers, or Traditional Artisans below 35 years as of April 1 who are pursuing a Master's or Ph.D. from a recognised foreign institution and have scored at least 60% or equivalent and have an annual family income not exceeding ₹800,000 per annum.
Rewards: $15,400 a year
Application: Online
Deadline: March 31, 2026
www.b4s.in/edge/NOSSC1

Courtesy: Buddy4study.com

ISC 2025

The Ministry of Skill Development and Entrepreneurship, Government of India, invites applications for IndiaSkills Competition (ISC) 2025 to identify and nurture talented youth, inspire them to pursue careers in vocational education and recognise skilled work.
Eligibility: Indian nationals between 16 and 25 years.
Deadline: September 30
https://tinyurl.com/4e74c3mk

Forge connections

Uncertain about your career options? Low on self-confidence? This column may help

OFF THE EDGE
Nandini Raman

I am 22 and have a B.Tech. in Computer Science. I want to pursue MBA in Finance as I prefer it over coding. However, I am unable to score well in the CAT. Should I opt for an average college or take the CAT again? Onkar

Dear Onkar,

Evaluate retaking the CAT (and other exams) by honestly introspecting why you have not done well. Was it a lack of consistent preparation, difficulty with specific sections, test anxiety, or a combination of problems? Identifying the root cause is crucial to improve. Take the exam again if you are willing to dedicate the necessary time and effort for another year of rigorous preparation. Focus and strengthen the sections in which you struggle. Take regular mock tests under timed conditions to simulate the actual exam environment. Analyse your mock test results thoroughly to identify areas for improvement and consider joining a coaching class or a study group for structured learning and peer support.

Explore other exams such as XAT, SNAP, NMAT, and IIFT. They have different formats and might suit your strengths better. Research the top colleges that accept these scores.

What is your definition of an "average college"? The factors to consider when choosing colleges are the location, the curriculum, the faculty experience, internship opportunities, placement statistics, the companies that recruit, the roles offered, and the alumni network. If you are hesitant about another year of intense preparation or if your assessment suggests only a marginal improvement in your CAT score, then go ahead and join the "average" MBA college.

I got First Class with Distinction in M.Voc in Technology and Management Consulting and a first-class in my B.Voc as well. I have one year's experience in Operations and want to continue in supply chain. I am considering an MBA in Operations or an M.Sc. in Supply Chain Management. Which would be more suitable? Enchante

Dear Enchante,

An MBA in Operations will cover core business functions such as finance, marketing, strategy, and human resources, alongside topics like production, process optimisation, quality management, and supply chain elements. The focus is on leadership and strategic decision-making within the operations function. An M.Sc. in Supply Chain Management is a more specialised and technical. It delves into the intricacies of the entire supply chain, including procurement, logistics, warehousing, distribution, demand forecasting, and supply chain analytics. The focus is on optimising the flow of goods and information across the entire network.

While an M.Sc. in Supply Chain Management can lead to excellent careers in logistics, procurement, and supply chain analysis, an MBA offers a broader path into senior management roles across different functions. Given your strong interest in supply chain and disinterest in research, an MBA in Operations with a strong focus on or specialisation in Supply Chain Management would probably be more suitable for you.

I have completed B.Sc. and M.Sc. Botany and am in the second year of Ph.D. Forestry. I don't want to teach, and interest in research is also fading. What are my options? Kareena

Dear Kareena,

Is it possible for you to leverage your Botany expertise in different sectors such as environmental consulting, conservation and natural resource management, or horticulture? You could also use your scientific background to write articles, create content, or work with media outlets, museums or botanical gardens to explain complex concepts and create educational programmes. Policy and advocacy related to plant conservation, biodiversity protection, and sustainable development or Intellectual Property with a further specialisation (potentially a law degree or certification) could help you work as a patent agent specialising in plant-related inventions and biotechnology. Data analysis and GIS, project management, business and entrepreneurship (related to Botany) in sustainable agriculture or natural product development is another option.

I have done B.A. and M.A. History, M.Sc. Environmental Archaeology, and am currently pursuing an Integrated Ph.D., which will give me an M.Tech. (Research) and a Ph.D. in Earth Sciences. I am exploring career options outside academia. What are the career paths that might align with my background and skills? How can I build industry connections? Ritvik

Dear Ritvik,

Sustainability Consulting is a strong fit for your background. Your understanding of historical human-environment interactions combined with your Earth Sciences knowledge can help businesses and organisations develop and implement sustainable practices. You could advise on ESG strategies, climate risk assessment and adaptation, resource management and circular economy, sustainable supply chain management, environmental impact assessment (EIA), ESG analyst or specialist, climate change analyst or specialist, risk analyst with focus on climate or environment, policy analyst for sustainability or environment, and corporate sustainability.

Some specific skills you could further leverage are as a data analyst with focus on environment and sustainability, geospatial analyst or GIS specialist, Science Communicator or project manager for sustainability initiatives.

To build industry connections, attend industry-specific conferences, seminars, and workshops organised by local chapters of environmental and sustainability professional organisations, and TiE (The Indus Entrepreneurs). LinkedIn can also help identify and connect with professionals working in sustainability consulting firms and relevant industries. Engage and share relevant thoughts with leaders in the space and build your credentials. Reach out to people whose career paths you find interesting and request for brief interviews on their work, company, and how they got there. Explore opportunities and alumni networks of your B.A., M.A., M.Sc., and current Ph.D. programmes and of your institutions. Participate in online forums and communities related to sustainability and environmental consulting to learn from practitioners and make meaningful connections. Also consider pursuing short-term internships or pro-bono projects with sustainability consulting firms or relevant companies to gain practical experience.

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to eduplus.thehindu@gmail.com with the subject line Off the Edge

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STEM their exit

A few changes at the school level can help close the gender gap in participation in science subjects

Anurag Gupta

Despite high enrolment numbers of girls in STEM education in many parts of the world, including India, a significant gender gap continues in STEM careers. According to the UNESCO Global Education Monitoring Report, women make up only 35% of STEM graduates globally. This number has not changed much in the last 10 years. The workforce numbers are even more concerning: women comprise just 26% of professionals in Data Science and AI, 15% in Engineering, and only 12% in Cloud Computing.

India's case is similar. Nearly 40% of students enrolled in STEM higher education are women but, when it comes to the workforce, women account for only 14-27% of STEM professionals, as per data from the Ministry of Science and Technology. This raises the question: why are so many women leaving STEM before entering or advancing in their careers?

Reasons

This is due to several roadblocks such as lack of mentorship, workplace biases, fewer role models, limited support during life transitions such as marriage or motherhood, and deeply rooted social expectations. But one of the most critical, and often overlooked, reason is school, where interests are formed, self-belief is shaped, and future goals take root.

Often, girls are not encouraged to see STEM careers as relevant to them. Gender-neutral career guidance is still not widespread, and many career-counselling sessions reinforce traditional roles instead of broadening horizons. Teachers, parents, and even peers may unintentionally signal that subjects such as Engineering or Computer Science are better suited for boys. This narrows the range of options girls feel confident pursuing. It is often not a lack of skill or interest that holds girls back, but the lack of encouragement and belief from their surroundings.

Classroom changes

Teachers play a powerful role in either widening or narrowing these career pathways. Small changes in classroom behaviour can make a big difference. For instance, giving girls equal opportunities to lead science projects, encouraging them to participate in robotics competitions, or just calling on them to answer technical questions helps build confidence.

In a government school in Rajasthan, after teachers were trained in inclusive STEM instruction, girls' participation in science exhibitions doubled in a year. One teacher noted that just showing video clips of Indian women scientists like Tessy Thomas or ISRO's Ritu Karidhal during classroom sessions sparked more questions and discussions from girls, who said they had never seen someone like them in those roles before.

Teacher training

Despite their influence, most teachers do not receive training on how to identify or reduce gender bias. In practice, this means boys often dominate lab work, are asked more technical questions, or are given leadership positions in group tasks. Over time, girls may internalise the belief that STEM is not for them.

Organisations working with school systems have found that teacher training focused on gender-responsive teaching can shift this. A project by Pratham Education Foundation reported that, after implementing such training, the number of girls voluntarily joining STEM clubs in schools rose by 46% over one academic year.

The goal is not to introduce separate curriculums for girls, but to make sure existing systems work equally well for everyone. This includes creating classrooms where curiosity is rewarded, mistakes are seen as learning steps, and every student, regardless of gender, is encouraged to take part.

The challenge ahead is clear: we must move beyond enrollment and focus on building strong pathways that carry girls through to fulfilling STEM careers. With early career guidance, teacher support, mentorship, and role models, we can begin to close the gender gap not just in classrooms, but in workplaces and research labs too.

The writer is CEO and Co-Founder of STEMROBO Technologies.

Losing the plot

How long should you persist on reading a book that doesn't pull you in?

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THINK
Aruna Sankaranarayanan

In an earlier piece in this column, I had discussed the pleasures and benefits of rereading a book. While it's fairly easy to decide whether you want to revisit a book, a thornier question dogs readers. Should you quit reading a book?

As a young reader, I remember embarking on *Little Women* eagerly. However, I found it tedious to get past the first chapter and gave up. This happened a few times and now I realise why I struggled. I had no knowledge of American history as a 12-year old and could not situate the events of the first chapter in context. However, when I returned to the book a couple of years later, I loved it and devoured the entire series in quick succession. My experience with *Little Women* taught me that our relationship with a book, like most connections in life, morphs over time.

Now in my fifth decade, I don't have the luxury of wiling away lazy summer afternoons. Like most adults, my to-do list and reading list keep getting longer. Given the paucity of time, how long should I persist on a book that doesn't pull me in? Should I toil over an abstruse text? Do other people feel guilty when they quit a book too?

In an article in *The Atlantic*, Sophia Vershbow avers that there are "two schools of thought" regarding quitting a book. One group insists on ploughing through a book from end to end, while the other believes that we should not waste time on tomes we don't enjoy. Vershbow interviewed an English teacher who recommends that students finish a book before deciding if they detest it. While she encourages them to articulate why they hate it, she finds that class discussions are more enriching when different students have divergent views on a text. Additionally, if we wish to expand our world views, we need to engage with texts that discomfit us.

Why we read

Thus, whether we quit reading a book depends on our purpose of reading it. Students have to labour through dense volumes if they want to optimise their learning. Likewise, if you are reading a challenging book in your field to upskill yourself, then your sweat is probably going to pay off. For these hard-to-read but must-read books, I follow a simple strategy that works well if you don't have pressing deadlines. Read short tracts, either a chapter or even a section at a time.

The question of quitting becomes more pertinent when it comes to reading for pleasure. Liz Minoo interviews librarians and professors in *The Harvard Gazette* and quotes Reed Lowrie, a Harvard librarian, who recommends that you persist with a book if you are "enjoying and/ or learning from it." But if neither of these criteria are met, then it's time to give up on it. Research librarian Mary Frances Angelini recommends reading 10% of the pages of a book before deciding whether to drop it. Another librarian, Maya Bergamasco, says that you can quit a book if the plot, pace or protagonist doesn't resonate with you. Given the number of good books you can peruse, why waste time on ones that aren't fulfilling?

Finally, there's a growing cohort of people who fail to complete books not because they find them unappealing but because our attention spans are diminishing. To motivate yourself to read more often and more regularly, joining a book club can help. Maria Tatar, a Literature Professor, notes that you feel like a 'delinquent' if you don't keep up with your book club. She also describes another emotion that book lovers can relate to: the grief of completing a wonderful book which is akin to "exiting a world."

The writer is visiting faculty at the School of Education, Azim Premji University, Bengaluru, and the co-author of Bee-Witched.

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Samad Shoeb

One thing that endures at a time when information is readily available online and technical know-how is always changing is the value of interpersonal relationships. The real differentiator in achieving both personal and professional success are the abilities that enable us to lead teams, negotiate relationships, comprehend viewpoints, and communicate clearly. Contrary to popular belief, "soft skills" are typically the most difficult to acquire but often the most necessary for success.

Hard vs. soft

Hard skills are the teachable, measurable abilities, such as coding, data analysis, or financial modelling that are often acquired through formal education or training programmes. In contrast, soft skills refer to attributes like emotional intelligence, adaptability, creativity, problem-solving, leadership, and effective communication. They are not just about what you know, but how you interact, think, and respond. They influence how well you work with others, how you respond to challenges, and how effectively you lead or contribute to a team.

There's a reason why soft skills are difficult to develop. Unlike hard skills, which follow a logical path of instruction and practice, soft skills are deeply rooted in behaviour, mindset, and personality. They are shaped by experiences, upbringing, environment, and culture. This makes them less straightforward to teach or even to assess.

For example, developing empathy isn't not just about attending a workshop. It involves becoming more self-aware, listening without judgement, and being open to diverse experiences. Similarly, learning how to manage conflict, give constructive feedback, or navigate workplace politics requires a blend of patience, reflection, and consistent effort over time.

Moreover, there is often no one-size-fits-all model for soft skills. What works in one setting or culture might be ineffective in another. This nuanced, context-dependent nature makes soft skills a lifelong learning journey rather than a box to be ticked.

Many high-performing individuals hit roadblocks in their careers not because they lack technical knowledge, but because they struggle with people skills. Lack of soft skills can lead to miscommunication, toxic work environments, poor leadership, and even loss of clients or opportunities. As workplaces become more collaborative and global, the ability to build trust, adapt quickly, and relate to others is not optional, it's critical.

What to do

Fortunately, soft skills can be developed with intention and consistency. Here are some ways:

Self-reflection: Regularly assess your own behaviours and communication style. Journaling or seeking feedback can help identify areas for improvement.

Practise active listening: Truly listening – not just waiting to speak – is a foundational soft skill that improves empathy and collaboration.

Take the initiative: Volunteering for leadership roles, presentations, or group projects helps build confidence and adaptability.

Seek mentors: Learning from those who demonstrate strong soft skills in action can offer valuable insights.

Engage with diverse groups: Exposure to different perspectives fosters openness, empathy, and better communication. Most importantly, building soft skills requires a growth mindset; the belief that you can improve through effort, learning, and persistence.

While AI and automation remake industries, hard skills will keep changing and evolving. But empathy, creativity, complex decision-making, leadership ... these are human abilities that cannot be automated or imitated by machines. A World Economic Forum report identifies critical thinking, emotional intelligence, and teamwork as important skills for the future workforce. With the increasing competitiveness in the job market, these "soft" skills will be what differentiates applicants from one another.

Soft skills don't necessarily come with degrees or certificates, but they are often the key to long-term success. Though they can be tricky to learn, as they demand patience, vulnerability, and awareness of yourself, the pay off is enormous.

The writer is Co-Founder and CEO of Oratrics

Future-ready finances

The field of Accounting Automation presents a compelling mix of accounting expertise and innovation technology

Kamal Chhabra

With businesses embracing digital transformation, the accounting industry is also seeing a change.

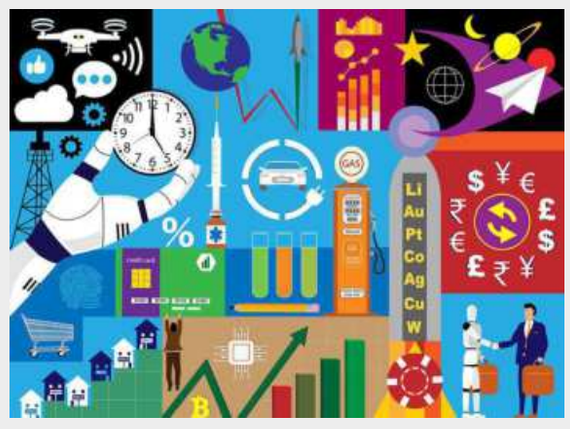
Robotic Process Automation (RPA), Machine Learning (ML), and AI-powered solutions are helping automate laborious and painstaking processes that earlier had to be done by hand.

This has led to new and developing careers such as the Accounting Automation Specialist.

An accounting automation specialist puts the appropriate technological solutions into place and decides which accounting and finance tasks should be automated.

Financial reporting, data analysis, repetitive accounting processes, contract drafting, contract review and analysis, and providing recommendations to support decision-making are some of the tasks.

This not only requires familiarity with accounting procedures but also hands-on experience of working with various software and automation tools utilising AI, Generative AI, RPA, ML, and Natural Language Processing (NLP).



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Requirements

Two preconditions for this position are a sound finance background and technical know-how. While degrees such as B.Com, BBA, M.Com or MBA (Finance) provide the first, this needs to be supplemented by higher-end certifications that enable one to move into into the new digital economy. Certifications such as the following will help aspirants upgrade their profiles:

- RPA software such as UiPath, Automation Anywhere, and Blue Prism
- AI and Machine Learning for Finance
- Generative AI applications in audit and reporting
- Business Intelligence (BI) solutions such as Power BI and Tableau
- Accounting and Risk Assessment Data Analytics

Globally accepted certifications such as Certified Public Accountant (CPA), Certified Management Accountant (CMA), Enrolled Agent (the U.S.), Certified Internal Auditor (CIA), Certified Information Systems Auditor (CISA) or the Chartered Certified Accountant from the ACCA will offer a competitive edge and build credibility.

Responsibilities

- Designing and optimising workflow to minimise manual intervention
- Including AI-driven data handling and reporting systems
- Application of automation software with existing systems such as SAP, Oracle, Tally, and QuickBooks
- Parsing data visualisation software to offer support for decision-making
- Allocating automatic audit trails for regulatory compliance
- Preparation of financial reports and contract review using generative AI
- Ensuring proper implementation of AI technologies
- Supervision of the system by AI-powered performance monitoring bots

Career prospects

Opportunities are available across sectors like banking, consulting, e-commerce, healthcare, and government that are constantly searching for experts who can deliver electronic efficiency and financial correctness. At the lower level, the roles will be Automation Analyst, Financial Process Associate, and Junior ERP Consultant are the lower-level positions. Senior positions include Chief Automation Officer, Digital Transformation Consultant, ERP Implementation Lead, or Accounting Automation Manager. Professionals can also freelance or offer consulting services, which provide automated solutions to SMEs and start-ups.

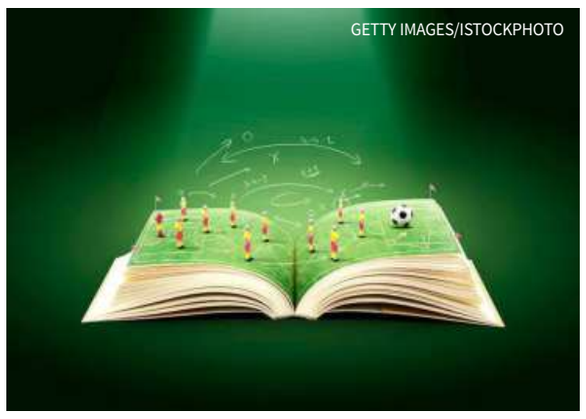
The field of Accounting Automation presents a compelling mix of accounting expertise and innovation technology and those equipped with the right analytical tools, qualifications, and foresight will become the pillars of intelligent, future-ready financial systems.

The writer is the Founder and CEO of KC GlobEd

Scoring beyond the field

Playing sports is increasingly becoming a legitimate pathway to academic opportunities, scholarships, and personal growth.

Siddharth Anand



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In a world where academic pressure often overshadows extracurricular pursuits, the significance of sports in shaping a student's educational future is gaining recognition. Today, playing a sport is no longer seen merely as a hobby or a break from studies; it is increasingly becoming a legitimate pathway to academic opportunities, scholarships, and personal growth.

Globally, universities have long embraced the student-athlete model. In the U.S., for instance, collegiate athletics is a robust, structured system offering scholarships to deserving athletes across a wide array of sports. These scholarships not only ease the financial burden of education but also serve as an incentive for young individuals to balance excellence in both sport and study.

In the U.S and parts of Europe, athletic ability can unlock access to elite institutions. The National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) offer scholarships that cover tuition, accommodation, and living expenses. Importantly, international students are eligible for these scholarships, provided they meet academic benchmarks and sports performance criteria. Countries like the U.K., Canada, and Australia also offer scholarships and special consideration to athletes, although the systems vary in structure and generosity.

Indian context

India, too, has begun acknowledging the potential of sports to transform academic journeys. The sports quota in Indian colleges, especially in public universities and central institutions, offers reserved seats to athletes who have represented their state or country. These quotas apply to undergraduate admissions and often come with partial fee waivers or hostel priority. While the intent is commendable, the implementation across institutions remains inconsistent, with eligibility criteria and recognition of tournaments varying from one college to another.

Nevertheless, for talented athletes, sports can be a powerful differentiator, both within the country and abroad. In the Indian context, securing a seat in top universities like Delhi University or Jawaharlal Nehru University under the sports quota provides not just admission but also validation of years of training. In private institutions, particularly emerging liberal arts universities, athletic profiles are increasingly considered during holistic admissions, albeit without formal quotas.

However, the journey is not without its hurdles. Access to quality coaching, standardised recognition of sporting events, and structured documentation of athletic achievements are still lacking. Moreover, societal emphasis on board exam results often discourages families from allowing children to pursue sports seriously, especially beyond the early teenage years.

Implementation

To truly tap into the potential of sports as an academic enabler, a cultural and structural shift is required. Schools must integrate sports into the curriculum not just as a break from the classroom, but as a serious avenue for growth. Universities need to standardise criteria under the sports quota and promote transparency in their selection processes. At a policy level, better coordination between education and sports ministries can help streamline scholarship pathways and scouting mechanisms.

Most importantly, India must begin to view sports not solely through the lens of whether it guarantees a monetary future. Sport should be recognised as a powerful foundation that builds discipline, resilience, leadership, and character and as a legitimate pathway to academic and life success. Even when it does not culminate in professional sport, the values and opportunities it unlocks can last a lifetime.

As education systems around the world evolve to prioritise holistic development, it's time India followed suit, not just by rewarding sporting excellence with certificates, but by recognising it as a gateway to a brighter academic and professional future. Because when athletes score beyond the field, they inspire a nation to reimagine what success really means.

The writer is the Founder and CEO of TEA.