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Whose English is it?

An interview with ELT expert Alan Maley on native-speakerism in English

Albert P'Rayan

"Native English-speaking teachers (NESTs) preferred". "Must be a native English speaker with an American or British accent". "Anglo-Indian teachers can apply." Such statements are commonly found in advertisements for English teaching positions.

Native-speakerism in English is an ideology that privileges British or American English and assumes that native speakers are inherently more qualified to teach English as a second or foreign language (ESL/EFL). This perpetuates discriminatory practices in English language teaching (ELT), where highly proficient and professionally trained non-native teachers are often marginalised, their competence questioned, and their expertise undervalued.

In recent decades, ELT professionals advocating inclusivity and equity have increasingly challenged this ideology. Grounded in the concept of World Englishes – the diverse and dynamic varieties of English used worldwide – they argue that these should be acknowledged, respected, and valued rather than hierarchically ranked.

In this interview, Alan Maley, a renowned ELT expert and advocate of Global English, discusses the origins of native-speakerism, the reasons for its persistence, its continuing impact on the profession worldwide, and the need to dismantle it.

How do you conceptualise native-speakerism within the context of English language teaching?

The dominance of languages is closely linked to economic, military, cultural, and political power. English has achieved unprecedented global reach. As a result, English language teaching has become a highly profitable international industry. Since the 1960s, demand for English has grown exponentially, with the U.K. and the U.S. dominating teacher education, research, publishing, and testing. Institutions offering tests and qualifications such as TOEFL, IELTS, CELTA, and DELTA are largely based in these countries. This concentration of authority reinforces the belief that native speakers are inherently better teachers.

To what extent do Western-centric models of ELT continue to sustain native-speakerism?

The professionalisation of ELT has largely been driven by English-speaking countries. Dictionaries, grammars, qualifications, and assessments have standardised English and concentrated control over the language in metropolitan centres. Standardisation enables reification – turning language into an object – which then allows commodification. Western models of "standard" English therefore underpin the continuing assumption of native-speaker superiority.

How does native-speakerism affect the quality, diversity, and inclusivity of ELT worldwide?

Clearly, native-speakerism has the effect of undervaluing non-native speaker teachers, which impacts their self-esteem and potentially reduces their motivation for professional development. In this respect, it can diminish the quality of the teaching on offer. But we also need to remember that, statistically, native-speaker teachers of English will always be in a minority. As the level of expertise grows in countries around the world, so the value of non-native speaker teachers is enhanced. We can observe this in the invaluable work of language teacher associations in many countries worldwide. So, I think the credibility of the native-speaker hegemony is on the wane, though it has by no means disappeared.

What steps can institutions take to ensure more equitable recruitment practices?

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This is close to my heart. In 1998, I was invited to set up an M.A. programme at a prestigious private university in Thailand. I accepted on the condition that I would have a free hand in appointing faculty. As our students were from across Asia, I appointed lecturers of diverse nationalities: Indian, Singaporean, Italian, Burmese, Dutch and Thai. I was the only native speaker. This caused consternation in the upper echelons of the university, and also among our first batches of students, who asked, "Where are the native speakers?" However, the quality of the course soon established our reputation, showing that a more inclusive policy can work.

How do deeply held beliefs about "standard" or "correct" English continue to reinforce native-speakerism, even when inclusive practices are demonstrably effective?

Language use is inherently variable and constantly changing, yet humans attempt to codify and standardise it. Standardisation serves practical purposes, but it is also linked to power, control, and nation-building. So-called "standard English" is, therefore, a convenient fiction. While one or two standard varieties may be useful for international communication, learners should be prepared to encounter multiple Englishes.

What concrete measures can counter native-speakerist assumptions?

Teacher educators play a key role in raising awareness, and publishers and institutions such as the British Council are increasingly open to questioning long-held beliefs about native-speaker superiority.

How do you envision the future of ELT beyond native-speakerism?

We must rethink how English is taught and reassess its role as a global language. This reorientation allows us to imagine a more inclusive ELT profession – one that values competence over origin, embraces linguistic diversity, and recognises English as a shared global resource rather than the property of a privileged few.

**The term World Englishes was introduced by linguist Braj Kachru at the 1984 TESOL Conference held in Houston, Texas, the U.S.*

The writer is an ELT resource person and education columnist. Email rayanal@yahoo.co.uk

Start afresh

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

OFF THE EDGE
Nandini Raman

I completed M.Tech in Construction Technology but could not secure a job. After several unsuccessful attempts at government exams, I am now working as a driver in a central police force. I feel like a failure, struggling with a lack of clarity and direction. Bharath

Dear Bharath,

You are resilient in the face of adversity and have taken a job for your survival. This shows your sense of responsibility, emotional maturity, and willingness to work. This matters more than any job title. You can re-enter the engineering and construction field. Target realistic jobs like a site engineer, quality engineer, quantity surveyor, billing engineer, safety officer, and construction planner. You may need to complete short-term practical certification in Quantity Surveying, AutoCAD, Revit, Primavera P6, Construction Project Management, or QA/QC in civil engineering.

You can also explore technical/engineering roles within CAPF, disaster management, infrastructure wings (BSF water wing, CPWD collaboration, BRO support roles), police housing and construction departments, civil engineering wings of paramilitary organisations. You can also shift to a stable technical government job through the SSC JE (Civil), RRB JE or state PSC AE/JE, CPWD JE and so on.

If you want a fresh start, try areas like operations, facility management, logistics management, government contract project management, technical writing and IT support (with basic courses).

I completed my graduation and postgraduation in Hindi Literature, and have been preparing for the UPSC since 2023. I have been unsuccessful so far. I have been seeking jobs related to my degrees, but in vain. What do I do? Raju

Dear Raju,

Many graduates who prepare for UPSC reach a point where they feel this way. To choose the right path, think about what you really enjoy and what you want to do. Do you still want to pursue UPSC or would any government job do? What about roles such as taking the SSC or state PSC exams, which are a lot easier than the UPSC?

Do you enjoy teaching or writing? You could do a B.Ed and take the CTET and TGT/PGT (Hindi) to teach in schools. NET in Hindi is an option for lecturership in college. You can also consider being a content writer for news portals, digital content companies, education platforms, PR companies and so on. Editing and proof-reading books at publishing houses and newspapers is another path. You could also be a translator in a government or private organisation.

I am pursuing UG Honours in Sociology. Apart from UPSC, what are my career options? Nived

Dear Nived,

If you like working on real issues, the Social Development Sector is a natural fit. Roles include social worker, project/field coordinator, outreach worker, and so on across government organisations and NGOs. If you do an HR certification or pursue an MBA in HR/HRM after graduation, you can move to corporate HR as an employee relations officer and so on. Other options include content creation, social media manager, communications associate or documentation officer. Many companies prefer social science graduates for consumer behaviour roles in Market Research and Data Analysis.

If you enjoy UPSC-type subjects but want a career outside exams, explore public policy and governance roles such as policy research associate, programme officer, and so on in think tanks. If you do a B.Ed., you can teach Sociology in schools at the senior level. Foundations involved in CSR require people skilled in research, documentation, community work and communication.

Consider doing a Master's in Sociology, Social Work, Development Studies, Public Policy/Administration, Gender Studies, Rural Development or an MBA in HR, Marketing to improve your profile.

I have a B.Sc. in Physics and a Master's in Environmental Science. I am confused about whether to for government exams or consider other options? Udhaya

Dear Udhaya,

Prepare for government exams but also build skills in Environmental Science, so that you have a plan B. If you feel unsure and want to arrive at a stable academic career, check UGC NET, which opens doors to teaching jobs, Research fellowships (JRF) or a Ph.D., which can strengthen your research career. Focus on GIS, EIA, ESG Reporting and Environmental Data Analytics can bring you roles in Sustainability and climate-related jobs. Do short courses in ESG (IFRS, GRI), Carbon Footprinting, and Environmental Data Analysis (Python + GIS + Excel).

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

SAVE THE DATE

Admissions

Symbiosis International (Deemed University) has opened registrations for the Symbiosis Entrance Test (SET 2026) and Symbiosis Institute of Technology Engineering Entrance Exam (SITEEE 2026) for admission to its full-time UG programmes.

Eligibility: For SET 2026, minimum 50% in Class 12 board exam (45% for SC/ST students). For SITEEE 2026, minimum 45% in 10+2 (40% for SC/ST students) with Physics and Maths compulsory and one subject from Chemistry, Computer Science, Electronics, Information Technology, Biology, Informatics Practices, Biotechnology, Technical Vocational subjects, Agriculture, Engineering Graphics, Business Studies, or Entrepreneurship.

Deadline: April 15

www.set-test.org OIL Institute

SOIL Institute invites applications for its PG Diploma in Management.

Eligibility: A Bachelor's degree in any discipline from a recognised university; valid scores from CAT, XAT, NMAT, or GMAT, or the SOIL Aptitude Test.

Deadline: January 18

https://www.soil.edu.in/

Institutional integrity in the digital age

What the 2025 DPDP rules mean for higher education institutions

Vidushi Puri

Along with the Digital Personal Data Protection Act 2023, the notification of the Digital Personal Data Protection Rules 2025 governs the collection and use of digital personal data. Digital systems no longer sit at the margins of public life. They increasingly mediate access to education, public services, and research itself.

Earlier in the year, the rules had been circulated in draft form for public consultation, drawing extensive responses from a wide range of stakeholders. That phase has now passed, but it remains relevant in one important respect. It confirms that the impact of these rules was expected to be broad and uneven across sectors. Few sectors illustrate this better than higher education. Universities are among the most data-intensive institutions in the country. They process personal data continuously through admissions, examinations, digital learning platforms, campus security systems, financial records, and research activity. This is not occasional data use. It is constant, layered, and deeply embedded in the daily functioning of academic institutions.

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Legally accountable

For decades, universities have treated personal data largely as an administrative resource, governed by internal policies and academic conventions rather than by external legal oversight. The DPDP framework challenges this and places clear statutory obligations on institutions and recognises enforceable rights in favour of students, staff, and research participants. Universities are no longer passive holders of information. They are legally accountable data fiduciaries.

Consent brings this shift into sharp focus. The notified rules require consent to be free, informed, specific, and unambiguous, supported by a clear notice explaining the purpose and scope of data processing and available grievance mechanisms. In practical terms, this reaches deep into university systems. Admissions portals, learning management platforms, online assessments, biometric attendance mechanisms, and research tools all fall within its sweep. Consent can no longer be buried within standardised forms or platform terms that few read closely. It must be intelligible, traceable, and capable of withdrawal. In subtle ways, this recalibrates everyday campus interactions and alters how authority is exercised within institutions.

The operationalisation of data principal rights reinforces this transformation. The Act recognises rights to access, correction, and erasure of personal data, while the rules clarify how such requests must be processed and within what timelines. On campus, this translates into a rights-based governance model that demands defined responsibility, clear workflows, and sustained administrative attention. The more difficult question, however, lies beneath the surface. Are universities, especially those with limited administrative and technological resources, institutionally equipped to translate these obligations into consistent practice without disrupting academic processes?

Research responsibility

Research activity introduces an added layer of complexity. Indian universities are increasingly encouraged to pursue empirical and data-driven scholarship. The DPDP framework does not prohibit research, but it insists on responsibility where identifiable personal data is involved. Compliance may require rethinking how consent is maintained in longitudinal studies, how datasets are anonymised, and how accountability is shared between individual researchers and institutions. The rules deliberately shift responsibility away from individual academic discretion towards institutional governance. This strengthens ethical oversight, but it also introduces procedural friction that cannot be wished away.

Data security and breach response obligations further expand institutional responsibility. The rules require reasonable security safeguards and mandate reporting of personal data breaches to the Data Protection Board of India and affected individuals. Examination data, identity records, and sensitive research datasets are no longer merely internal concerns. They carry regulatory consequences. Data protection, in this sense, moves firmly into the realm of governance, budgeting, and vendor management rather than remaining a narrow technical issue.

This shift is reinforced by the enforcement architecture itself. The DPDP Act envisages the Data Protection Board of India as the central adjudicatory authority, and the rules position it as a key instrument of implementation. For universities, regulatory engagement of this nature is relatively new. It introduces an external layer of accountability into academic data practices, alongside accreditation and other regulatory frameworks that institutions already navigate.

Taken together, the DPDP Rules compel Indian higher education to confront a deeper question about institutional integrity in the digital age. The opportunity lies in building trust, strengthening research governance, and aligning with global expectations of responsible data use. The risk lies in uneven institutional capacity, where some universities may embed data protection meaningfully while others reduce compliance to a procedural exercise. How institutions respond to this moment will determine whether data protection becomes a cornerstone of academic integrity or remains a formal obligation managed at the margins.

The writer is Assistant Professor, Corporate Law Amity Law School (ALS) Amity University Haryana.

High scores, low curiosity

Why Indian students are losing the art of independent thinking

Anubha Singh

Across Indian classrooms today, students are bright, hard working, digitally connected, and ambitious. Yet, many hesitate when asked to think independently, to question, interpret, or connect ideas. The ability to form opinions and reflect critically is the bedrock of true education. Independent thinking, once nurtured through curiosity and reading, is being replaced by instant answers and algorithmic logic. Today's youth are not less capable but their environment has become less conducive to thinking. This is because of several cultural and systemic factors.

Reading: Reading diverse books exposes young minds to varied ideas, trains them to interpret, analyse, and question, and helps them form opinions. But many now limit reading to textbooks and exams. They rarely pick up novels, newspapers, or essays that encourage reflection. According to the National Library Board Report (2023), only 25% of Indian adolescents read for enjoyment outside school, a figure far below the global average.

Exams: India's education system pressures students to chase marks. Coaching centres train students to score through rote learning, leaving little space for curiosity or creativity. Youngsters learn that the safest route is to reproduce what has been taught, rather than explore what is unknown. They become skilled imitators but are uncomfortable with ambiguity, which is where original ideas grow. UNESCO's GEM 2021 Report highlights how this exam-driven approach discourages deep learning.

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Culture of obedience: Indian students are taught early to respect authority and avoid mistakes. While respect is valuable, an unquestioning attitude limits independent judgment. Psychologists emphasise that learning thrives on trial, error, and risk-taking (Gopnik et al., 2020). In many classrooms, fear of failure overshadows curiosity, and questioning authority is mistaken for arrogance. This discourages the experimentation and dialogue essential for intellectual growth.

Digital distraction: The explosion of social media has introduced a new challenge of shrinking attention spans. Meaningful conversation, active listening, and debate are increasingly replaced by instant approval through likes and swipes. Students now inhabit algorithmic bubbles that reinforce existing beliefs. Platforms rewarding brevity and reaction make sustained thought harder, leaving little space for reflection or debate.

Lack of reflection: The digital age offers easy access to vast information but access does not mean understanding. Students often consume data without evaluating sources or forming conclusions. A 2024 NCERT study found that, while most teenagers can find information online, fewer than one-third can judge its reliability. This passive consumption undermines independent thinking and the ability to form unique viewpoints.

The AI Shortcut: Though a powerful educational tool, excessive reliance on it makes students intellectually passive. When students use AI to solve problems or write essays, they skip the process of struggle and analysis that builds understanding. Instead of grappling with words and arguments, they often settle for algorithmic convenience, which dulls curiosity, interpretation, and originality. Students must be taught to use AI wisely as an aid to insight, not a substitute for thought.

What can be done

Many forward-looking universities offer courses on critical thinking, design thinking, and liberal education in which students are asked to explore, analyse, question, and create. But beyond curriculum reform, cultural reform is vital. Parents, teachers, and institutions must celebrate questions as much as answers, and curiosity as much as compliance. Simple routines such as daily reading, conversation circles, and questioning assumptions help build intellectual muscle. AI holds promise, but it should support, not replace, the thinking process.

The writer is a higher education leader who has been Vice Chancellor, Deputy Vice Chancellor, and Pro Vice Chancellor–Strategy across various private universities in India.

FUTURE PERFECT

AI and the human body

Siva Teja Kakileti, Principal Research Scientist at Niramai Health Analytix, on his domain

FUTURE PERFECT
Ananya Ganapathy

What do you do?

I am Siva Teja Kakileti, Principal Research Scientist at Niramai Health Analytix. This is a start-up building non-invasive, AI-driven healthcare solutions for early disease detection.

We combine affordable thermal cameras with advanced AI to analyse temperature maps of the human body without radiation, needles, or discomfort.

For example, Thermalytix enables breast cancer screening by identifying subtle thermal patterns associated with abnormal tissue activity. My work focusses on developing AI algorithms to assist both doctors and imaging technicians and ensuring reliable performance in real-world clinical settings.

Why is your work important globally?

Early diagnostic tools are often invasive, expensive, and dependent on heavy infrastructure, limiting their reach. With over half of the world's population lacking full access to even essential healthcare services, access to organised screening and specialised diagnostic services is limited. As a result, most cancers, including breast cancer, are detected at advanced stages when treatment is more complex and outcomes are poorer.

Non-invasive AI systems enable early detection through portable, scalable, and low-cost infrastructure, helping shift healthcare from late-stage treatment to preventive or early-stage, improving outcomes at the population level.

What is exciting about your work?

What excites me most is uncovering meaningful health signals from thermal data that was once considered clinically irrelevant and mere "noise". Advances in AI now allow us to visualise human physiology in new ways. For example, thermal patterns that reflect underlying tissue metabolism and vascular activity. Beyond research, the clinical impact is inspiring.

Any experiences in college that led you to be a technologist?

During my second-year internship at IIT-Hyderabad, I worked on detecting age-related macular degeneration using 2D OCT images. This gave me first-hand exposure to real clinical challenges and the opportunity to collaborate closely with doctors. I saw how research in Engineering, when aligned with healthcare needs, can directly impact millions of lives. This sparked my interest in medical imaging AI and inspired me to work on developing scalable, non-invasive healthcare solutions.

What should students specifically know about AI in healthcare?

AI in healthcare goes far beyond building accurate models. Strong fundamentals in Maths, signal and image processing, and machine learning are essential, along with an understanding of biology, clinical workflows, ethics, and regulatory requirements. Healthcare data is often noisy and biased, making robustness and interpretability critical.

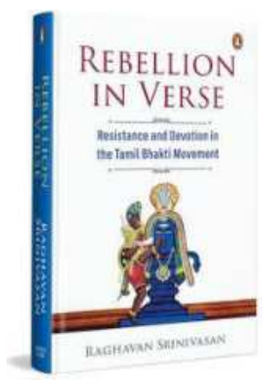
More importantly, models must be validated independently across multiple sites and earn the trust of clinicians through safety, transparency, and real-world performance. The most impactful professionals are those who can bridge Engineering, Medicine, and human-centred design, grounded in scientific rigour and patient safety.

The writer is an avid follower of emerging technologies and their applications.

ON THE SHELF

Rebellion in Verse: Resistance And Devotion In The Tamil Bhakti Movement

Long before Meera danced in the courts of Rajasthan or Kabir composed his couplets in Varanasi, the seeds of India's devotional revolution were already flourishing in Tamil Nadu. In the sixth century, poet-saints like Appar, Sambandar, and Andal began composing hymns in Tamil, challenging rigid caste hierarchies, priestly mediation, and Vedic ritualism. Their devotion was not just spiritual, it was social protest.



The saints of this movement were poets of the people, composing their hymns in Tamil and their verses, brimming with simplicity and profundity, wrestled divine wisdom from the elite grip of Sanskrit and handed it to the masses.

The hymns of saints from the margins — the fishermen Adipaththar, Periyalvar, the hunter Tirumangai Alvar — and women devotees like Andal, and poets from socially marginalised communities, redefined spiritual authority. Their vernacular compositions in Tamil democratised religious life, making devotion accessible to ordinary people and leaving a legacy that continues to resonate across India.

Author: Raghavan Srinivasan
Publisher: Penguin
Price: ₹999

The BITSAT playbook

Tips for students taking the entrance exam for BITS Pilani

Aditya Shanker Raghuwanshi

The BITS Admission Test (BITSAT) is the exam for admission to the Birla Institute of Technology and Science (BITS) Pilani. This three-hour computer-based exam has 130 questions drawn from Physics, Chemistry, English, Logical Reasoning, Math or Biology (for B.Pharm). Negative marking makes accuracy essential and discourages random guesses. Those candidates who complete all 130 questions on time are offered 12 questions as a bonus. But, once this round begins, the earlier answers cannot be changed. With this being a high-stakes exam, here are some tips on how to prepare.

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Foundation: Begin preparation in August. The syllabus is based on the NCERT syllabus for Class 11 and 12, especially for Inorganic Chemistry. While this seems similar to JEE and the Board exams, BITSAT prep is different. JEE focuses on intricate problem solving. BITSAT prioritises speed and formula-driven problems. In Maths, topics such as coordinate geometry and vectors offer an opportunity to score well. English and Logical Reasoning are often neglected but can be crucial in the final score. Spend two hours a week on vocabulary, grammar and logical reasoning problems.

Strategic planning: Aspirants require at least 75% overall in Maths, Physics, and Chemistry, with minimum 60% in each. Avoid scheduling the test on the first and last days. Choose a time slot that aligns with your natural energy levels. If you are not a morning person, steer clear of the early time slots.

Final phase: In the final four months, focus on intensive practice and take at least 15 full-length mock tests. Carefully analyse the results in each to fix errors in concepts, calculation, or time-management. On D-day, start with Chemistry, then Physics, followed by English/logical reasoning, and ending with Maths. This is because Chemistry is typically the simplest subject, helping candidates save time for the Maths section. Effective use of the 'skip' feature if a question takes longer than two minutes, and strict time control are crucial

BITSAT demands thorough preparation, the ability to stay calm under pressure, speed and accuracy. So master your fundamentals and get started.

The writer is Co-founder and CEO of Masterclass Space.

Beyond fading memory

Why dementia care should be a part of medical and psychology curricula

Neha Sinha

India is growing older, fast. By 2036, nearly 230 million Indians will be above 60; a demographic shift that will redefine healthcare priorities. Yet, amid this change, dementia remains one of the least understood and least taught conditions in both medical and psychology training.

Around 7.4% of India's elderly population lives with dementia, a figure that translates into millions of families struggling to understand what is happening to someone they love. Most people with dementia first meet a general practitioner and, too often, their symptoms are dismissed as "normal ageing." That single missed moment delays diagnosis, denies families guidance, and silently erodes quality of life.

Medical and psychology curricula still prioritise acute, curable illnesses. Chronic, progressive conditions like dementia are rarely given structured space. In psychology programmes, dementia is often reduced to memory loss. In reality, it profoundly affects mood, behaviour, personality, and relationships. Agitation, apathy, anxiety, and hallucinations – known as Behavioural and Psychological Symptoms of Dementia (BPSD) – can be far more distressing than memory decline itself. When professionals are not trained to understand these dimensions, care becomes medicalised but not humane and is focused on the disease rather than the person.

What needs to change

Experiential learning: While medical schools already include geriatric rotations under the National Programme for the Health Care of the Elderly (NPHCE), these must explicitly incorporate dementia care. Clinical exposure in geriatric outpatient clinics helps students see how dementia interacts with comorbidities such as diabetes, hypertension, and cardiovascular disease. This experiential learning builds empathy and clinical intuition beyond textbooks.

Early diagnosis: India's cultural and linguistic diversity demands validated, locally adapted cognitive screening tools. Students should be trained to distinguish irreversible dementias from reversible conditions like depression, infections, thyroid dysfunction, or vitamin deficiencies. Early and accurate diagnosis not only improves outcomes but also restores dignity and direction to families who have long felt lost.

Sensitive communication: Delivering a dementia diagnosis is not a transaction; it is a conversation. Simulation-based learning and role-plays should train students to communicate bad news sensitively, manage behavioural changes, and provide families with realistic yet compassionate guidance. Understanding how to comfort, reassure, and educate caregivers must be treated as a clinical skill, not an optional soft one.

Family-centred care: In dementia, the family is the unit of care. Students should learn to assess caregiver stress and burnout, offer coping strategies, and guide families to community and government resources, including day-care programmes, counselling, and respite services. Dementia care that ignores the caregiver's well-being is incomplete and unsustainable.

Interdisciplinary learning: Effective dementia care requires collaboration across medicine, psychology, and social work. Case-based learning, interprofessional workshops, and short internships in dementia-care facilities can help students grasp the complexity of long-term care, where compassion, consistency, and clinical knowledge must work together.

Government programmes like the NPHCE, Elderline, and the National Task Force on Brain Health reflect an encouraging national intent. But they can succeed only if frontline healthcare workers – doctors, psychologists, nurses, and social workers – are equipped to recognise and respond to dementia confidently. At present, the absence of formal dementia education means India is graduating clinicians who are technically sound but ill-equipped to address one of the fastest-growing health challenges of our time. Without reform, we risk a healthcare system that extends lifespan but not quality of life.

Introducing dementia education is not merely academic reform, it is moral accountability. Every clinician will encounter an older adult losing their sense of self. Whether that encounter ends with empathy or neglect depends entirely on how we train the next generation of professionals. A structured, interdisciplinary dementia curriculum – anchored in evidence, communication, and compassion – can transform healthcare for an ageing India and ensure that doctors and psychologists are not only competent in diagnosis but also champions of dignity in ageing.

The writer is the CEO and co-founder of Epoch Elder Care