



ARISE

**EXCELLENCE
AWARDS**



DRIVING IMPACT BEYOND THE CLASSROOM

COMPENDIUM OF TRANSFORMATIVE TALES

— 2026 —



DRIVING IMPACT BEYOND THE CLASSROOM

COMPENDIUM OF TRANSFORMATIVE TALES




ARISE EXCELLENCE AWARDS

The ARISE Excellence Awards, instituted in 2022 in collaboration with FICCI, honour schools that are setting benchmarks of innovation, excellence and impact in Indian education. Anchored in the guiding principle of “Student First”, the Awards recognise institutions that go beyond academics to nurture values, creativity, resilience and responsible citizenship, while preparing young people to navigate and shape an evolving world.

Over four editions, the Awards have evolved alongside the changing priorities of school education. What began with a focus on the Sustainable Development Goals has progressively expanded

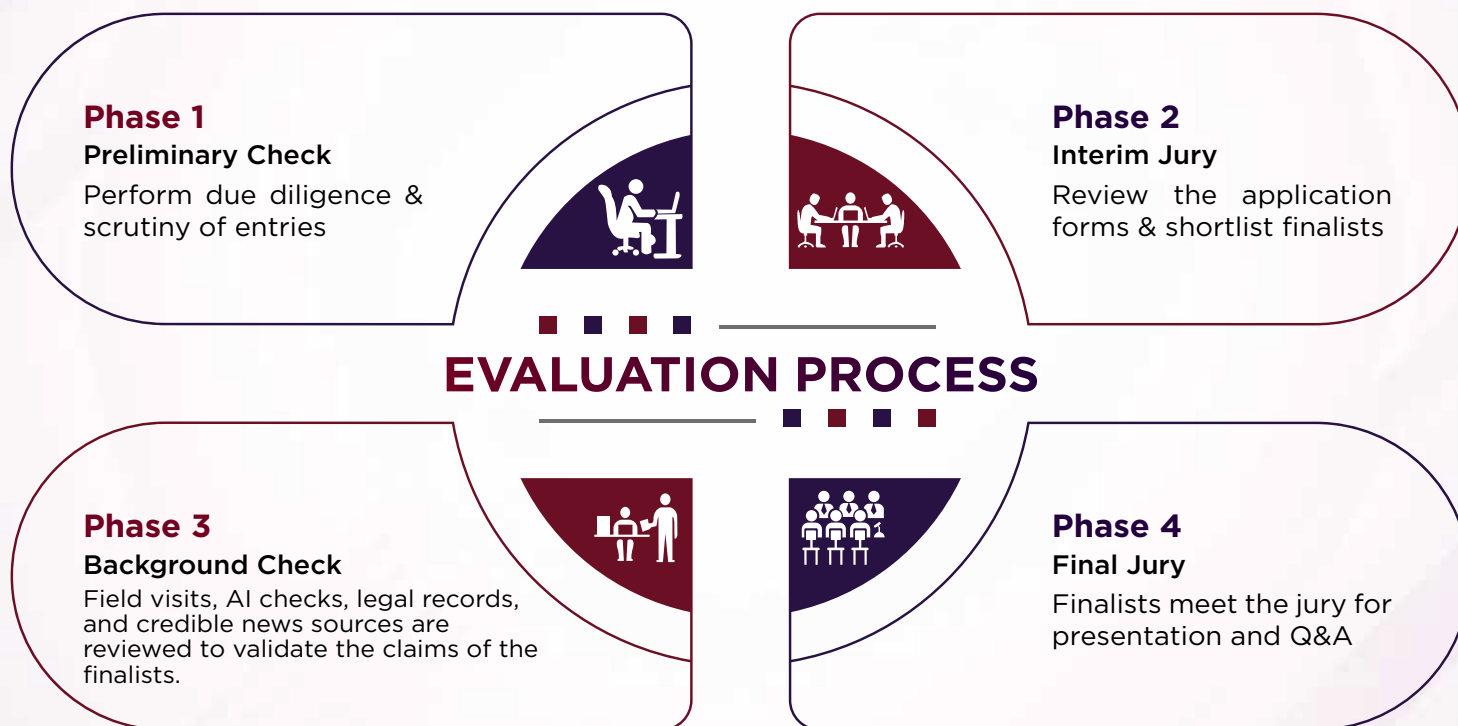
to recognise excellence in Future-Ready Skills, Experiential Learning, Continuous Professional Development for Teachers, Digital Transformation & Compliance, Sports, Visual and Performing Arts, Global Impact Leadership, and the revival of India’s Knowledge Systems, alongside initiatives advancing the Sustainable Development Goals. The introduction of a dedicated track for government schools has further broadened the platform, enabling exemplary practices from diverse school contexts across India to be recognised and shared.

In its fourth edition in 2026, the ARISE Excellence Awards continue to spotlight initiatives that demonstrate not only innovation, but meaningful and measurable impact. Through a rigorous evaluation process, the Awards bring forward practices with the potential to be sustained, scaled and replicated, creating opportunities for schools across the country to learn from one another and collectively strengthen the education ecosystem.

Aligned with the vision of Viksit Bharat@2047, the ARISE Excellence Awards represent more than recognition. They serve as a national platform for celebrating and sharing transformative practices, strengthening a culture of continuous improvement and inspiring schools across India to innovate, include and lead.

EVALUATION PROCESS

The Awards employ a rigorous and comprehensive evaluation process to recognize exceptional achievements across categories. The Awards Management team, Screening and Grand Juries meticulously review all applications, shortlist finalists, and select winners based on pre-defined evaluation parameters. This methodology ensures a fair and objective assessment of each initiative, project, or program, making these awards one of the most prestigious recognitions in school education.



GENESIS AND EVOLUTION

The ARISE Excellence Awards were instituted in 2022 to recognise schools demonstrating meaningful impact beyond conventional measures of achievement. What began with a focus on the Sustainable Development Goals has evolved with each edition, reflecting the changing priorities of education and recognising practices that contribute to stronger schools, empowered educators and future-ready learners.

2025 - The Third Edition

The third edition of the ARISE Excellence Awards marked a significant expansion in the scale and scope of the initiative. The Awards broadened to nine categories, recognising excellence across Continuous Professional Development for Teachers, Digital Transformation and Compliance, Sustainable Development Goals, Experiential Learning, Future Ready Skills, Global Impact Leadership, Indian Knowledge Systems, Sports, and Visual and Performing Arts.

The edition also strengthened representation across the school ecosystem, bringing Government and private schools onto a common platform for recognition. The Awards celebrated 18 winners across nine categories, along with 7 Special Jury Recognitions for initiatives that stood out before the jury.

The Awards ceremony was graced by Shri Sandeep Singh, Minister of State (Independent Charge), Basic Education, Government of Uttar Pradesh, as Special Guest.

2025 Winners

Category	School
Continuous Professional Development for Teachers	CS Academy
	U.M.S Taldangal-1
Digital Transformation and Compliance	Army Public School Hisar
	Government High School, Bashettihalli
Sustainable Development Goals	Shiv Nadar School, Faridabad
	U.M.S Taldangal-1
Experiential Learning	Aravali International School
	Sandipani Vidyalay Naveen Malav Kanya, Indore
Future Ready Skills	Silverline Prestige School
	Army Goodwill School, Ayathmulla Bandipora

Category	School
Global Impact Leadership	Ashoka Universal School
	Govt. Sr. Sec. School Dhundha, Barmer
Indian Knowledge Systems	Prakriti School
	Government High School, Menkurem
Sports	Ramagya School, Noida
	Myngken Christian Higher Secondary School
Visual and Performing Arts	Shiv Nadar School, Faridabad
	R.M.S Dangalpara



2023 – Broadening the Canvas

In 2023, the Awards broadened to reflect the evolving aspirations of schools. New categories celebrated Experiential Learning, Teacher Development, Community Service, Sports, Digital Transformation and Promoting Entrepreneurship, recognising initiatives that went beyond conventional academic measures and prepared learners for the future.

The ceremony was graced by Dr. Joseph Emmanuel, Chief Executive & Secretary, CISCE, as Chief Guest.

2023 Winners

Category	School
Experiential Learning	Delhi Public School, Gurgaon
Community Service	Lotus Valley International School, Noida
Sports	Yuwa School
Digital Transformation	Seth Anandram Jaipuria School, Lucknow
Teacher Development	KIIT World School, Delhi
Promoting Entrepreneurship	ITL Public School, Delhi

2022 – Where the Journey Began

The journey began in 2022, when the Awards were launched in collaboration with FICCI with a focus on the Sustainable Development Goals. The inaugural edition honoured schools advancing Quality Education (SDG 4), Reduced Inequalities (SDG 10), Climate Action (SDG 13) and Life on Land (SDG 15).

The inaugural ceremony was graced by Shri Sanjay Kumar, Secretary, Department of School Education & Literacy, Ministry of Education, Government of India, as Chief Guest.

2022 Winners

Category	School
Quality Education (SDG 4)	Delhi Public School, Bangalore North
Reduced Inequalities (SDG 10)	The Sanskaar Valley School
Climate Action (SDG 13)	DAV Public School, Gurugram
Life on Land (SDG 15)	The S.D. Vidya School, Ambala Cantt

AWARDS CATEGORIES



Excellence in Future-Ready Skills

To recognize schools that prioritize the development of essential future-ready skills with a strong emphasis on critical thinking, adaptability, effective communication, collaboration, empathy, self-awareness, creativity, emotional intelligence, decision-making, and other core life skills that prepare students for the demands of tomorrow.



Excellence in Experiential Learning

To recognize schools that focus on experiential teaching practices to enhance learning experiences that result in better learning outcomes such as overall results, Life skills, or values, etc., through a seamless connect between theoretical learning and practical application.



Excellence in Continuous Professional Development for Teachers

To recognise schools that have established a sustainable ecosystem for teaching staff, set out a long-term roadmap to identify, nurture, and grow talent and demonstrating tangible outcomes leveraging communities and technologies for improving teaching effectiveness at the school. This initiative aims to enhance the knowledge, skills, and pedagogical practices of educators, empowering them to provide high-quality education and create a positive impact on student learning outcomes.



Excellence in Digital Transformation and Compliance

To recognise schools that are using digital technology to provide accessible, personalized, and engaging education, by leveraging advanced systems, collaboration tools, and data analytics to enhance learning outcomes and create immersive classroom experiences while ensuring compliance with Indian laws, policies and regulatory landscape.



Excellence in Sports

To recognize schools that have established a robust infrastructure that provides quality facilities with an experienced coaching staff and has contributed to notable performances and participation at interschool/state/national/international levels, along with scholarships and sports organization partnerships, alongside academic reputation.



Excellence in Visual and Performing Arts

To recognize schools that nurture exceptional talent in the arts, including visual arts and performing arts (music, dance, theatre, poetry, storytelling, photography, digital art, etc). This award honours schools that foster creative expression while integrating innovation and cultural heritage into artistic education.



Excellence in Global Impact Leadership

To recognize schools that are pioneering global best practices in education—either by adopting and localizing international innovations or by exporting successful Indian educational models globally. This award recognizes schools driving impactful student exchange programs, cross-border collaborations, and initiatives that place Indian education on the world stage.



Excellence in Reviving Indian Knowledge Systems

To recognize schools that integrate India's rich knowledge heritage—drawing from Vedic learning, gurukul pedagogy, indigenous sciences, traditional arts, and grassroots innovations—into classroom teaching-learning. This category honours schools that successfully blend ancient wisdom with contemporary learning, empowering students with a deep-rooted yet globally relevant education.



Excellence in Executing the Sustainable Development Goals

To recognize schools that have undertaken initiatives towards meeting the SDGs in order to raise the quality of learning outcomes and to effectively contribute towards society and environment as a whole

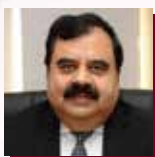
Excellence in Promoting Health and Well-Being (SDG 3: Good Health & Well Being) - To recognize schools implementing comprehensive programs that promote physical, mental, and emotional well-being for students, teachers, and the broader community.

Excellence in Sustainable Water Management and Sanitation (SDG 6: Clean Water & Sanitation) - To recognize schools undertaking initiatives to ensure access to clean water and sanitation for all, aligned with sustainable development goals.

Excellence in Climate Action (SDG 13: Climate Action) - To recognize schools taking proactive measures to combat climate change, reduce environmental impact, and build resilience against climate-related challenges.

JURY MEMBERS OF THE 4TH EDITION

GRAND JURY MEMBERS



Prof. (Dr.) Roopak Vasishtha

Director General & CEO
Apparel Training and Design
Centre (ATDC)



Prof. N. V. Varghese

Former Vice Chancellor
NIEPA



Lokesh Mehra

Director
AMCHAM India



Sadia Khan

Partner
Shardul Amarchand
Mangaldas & Co.



Leena Arora Kukreja

Science & Technology
Counsellor
Embassy of Switzerland



Dipakshi Mehandru

Director for India
Government Affairs
Intel Corporation



Balaji Ramanujam

Co-Founder
Tinker Village



Prashant Narang

Deputy Program Director
TrustBridge Rule of Law
Foundation



Dr. Arpan Tulsyan

Senior Fellow
ORF



Vikram Goyal

Senior Manager,
University Relations
Schneider Electric

INTERIM JURY MEMBERS



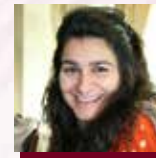
Gyanendra Niraj
General Manager
SEBI



Nishit Jain
Founder & CEO, Edutotal & Senior
Special Advisor - Asia, EFMD



Viprav Baxi
Author, WhatIfEDU, SVP &
Chief Product Officer, Knimbus



Radhika Kawlra
Olympic Mind
Coach & Author



Nitesh Anand
Senior Fellow, Policy
Research & Outreach, Centre
for Civil Society (CCS)



Nanaki J Chadha
Sport & Performance
Psychologist



Kashyapi Awasthi
Associate Professor,
Department of Educational
Policy, NIEPA



Seema Sharma
Professor, Delhi
School of Social Work,
University of Delhi



Nancy Juneja
Founder - RevUp Life
Skills, CEO & Co-Founder -
MENTORx



Sargam Marwaha
Principal Associate, Shardul
Amarchand Mangaldas



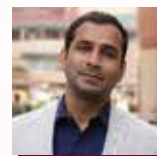
Shashi Shukla
Assistant Professor,
Institute of Home
Economics



Tansi Nayak
Vice President, ALVL
Foundation



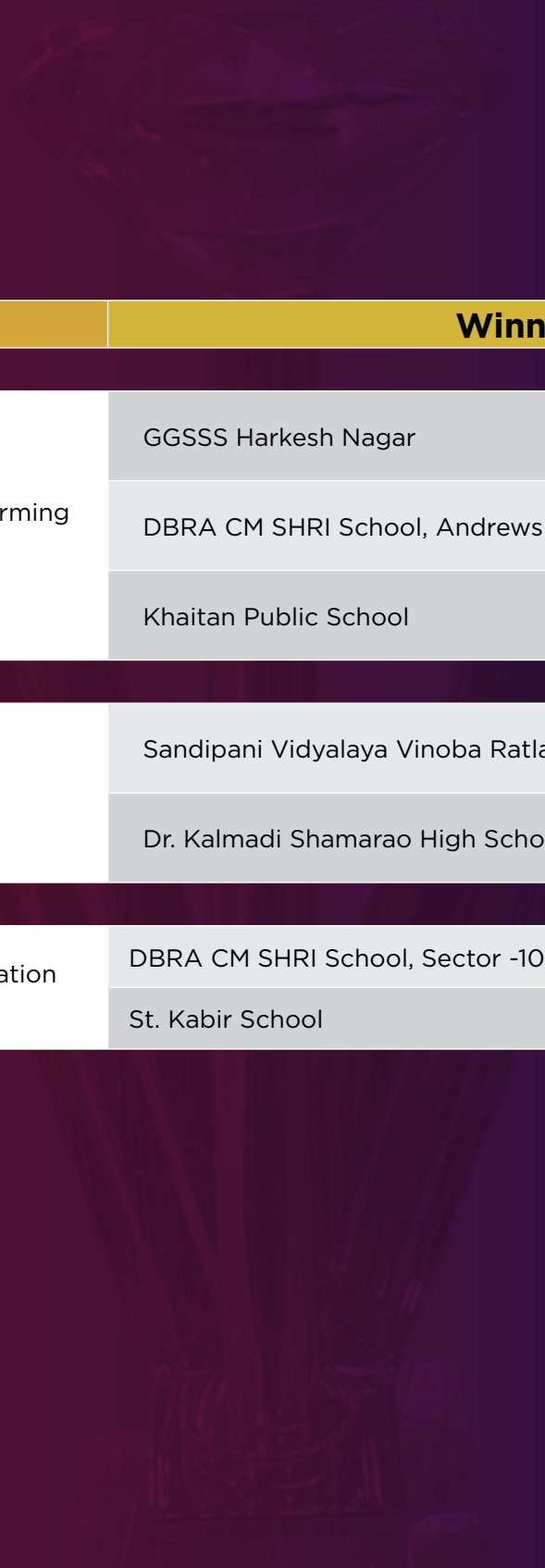
Meenakshi Dhiman
Artist & Educational
Consultant



Uttam Mishra
Senior Manager, Government
Affairs, Krafton

WINNERS 2026

Categories	Winners
Excellence in Executing Sustainable Development Goals	UMS Taldangal-1
	Delhi Public School, Lava Nagpur
Excellence in Experiential Learning	Army Goodwill School, Wuzur
	Sapphire International School, Ghaziabad
Excellence in Future Ready Skills	Govt. Sandipani Sabulal Higher Secondary School, Garhakota Sagar
	Sapphire International School
Excellence in Global Impact Leadership	St. Mark's Sr. Sec. Public School, Janakpuri
Excellence in Sports	GBSSS, IARI Pusa
	Dass And Brown World School



WINNERS 2026

Categories	Winners
Excellence in Visual and Performing Arts	GGSSS Harkesh Nagar
	DBRA CM SHRI School, Andrews Ganj
	Khaitan Public School
Excellence in Continuous Professional Development for Teachers	Sandipani Vidyalaya Vinoba Ratlam
	Dr. Kalmadi Shamarao High School Ganeshnagar
Excellence in Digital Transformation and Compliance	DBRA CM SHRI School, Sector -10 Dwarka
	St. Kabir School

SPECIAL JURY RECOGNITION

Categories	Special Jury Recognition
Excellence in Executing Sustainable Development Goals	Lilawati Vidya Mandir Sr. Sec. School
Excellence in Experiential Learning	DLF Public School
	Government Girls Higher Secondary School Jakh
	GHS Bhajnowa
Excellence in Future Ready Skills	DLF Public School
Excellence in Reviving India's Knowledge Systems	GMS Jhakhratand
Excellence in Sports	Government Senior Secondary School Nimbo Ka Gaon
Excellence in Continuous Professional Development for Teachers	Hajipir Army Goodwill School Trehgam
Excellence in Digital Transformation and Compliance	Model School Angara



WINNING CASE STUDIES 2026



UMS TALDANGAL-1

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

Pad Bank: A Student-Led Community Initiative for Menstrual Health and Dignity

Description of the Initiative

UMS Taldangal-1, located in the remote tribal village of Taldangal in Dumka district, Jharkhand, launched the Pad Bank initiative to address the challenges of poor menstrual hygiene, limited awareness, and inadequate access to affordable sanitary pads. The nearest market was far from the village, making sanitary products inaccessible for many women and adolescent girls. Social stigma surrounding menstruation further discouraged open discussion, resulting in the use of unhygienic materials and affecting girls' health, dignity, and school attendance.

Recognizing this challenge, students proposed establishing a Pad Bank within the school. Under the guidance of teachers and the headmaster, a student committee was formed to manage the initiative. Affordable sanitary pads were sourced through a local manufacturer, while a ₹2 - ₹3 contribution model was introduced to create a revolving community fund. This ensured uninterrupted pad availability while preserving the dignity and ownership of beneficiaries.

The initiative extends beyond pad distribution by integrating regular menstrual hygiene awareness sessions, peer education, and community outreach. Girl students serve as peer educators, conducting discussions with fellow students, mothers, and women in the village to dispel myths, reduce stigma, and promote safe menstrual hygiene practices. Teachers supervise inventory, financial records, and implementation, while the School Management Committee (SMC), ASHA and Anganwadi workers, parents, and community members actively support the initiative.

By combining student leadership, community participation, affordable access, and behaviour change, the Pad Bank has become a sustainable school-community model that demonstrates how education can drive meaningful improvements in public health and gender dignity while advancing SDG 3: Good Health and Well-being.

Impact

Between April 2025 and March 2026, the Pad Bank directly benefited more than 180 adolescent girls and women by ensuring continuous access to affordable sanitary pads within the village. The initiative conducted over 15 menstrual hygiene awareness sessions, reaching students, mothers, and community women through peer-led discussions, demonstrations, and community engagement activities.

The initiative has contributed to a significant behavioural shift. Many women and adolescent girls who previously relied on unhygienic materials such as old cloth gradually adopted sanitary pads, improving menstrual hygiene practices and reducing health risks. Teachers also observed a reduction in menstrual-related absenteeism among girl students, allowing them to participate more regularly in classroom activities.

Beyond health outcomes, the initiative successfully reduced the stigma associated with menstruation. Open discussions on menstrual health, once considered taboo, are now encouraged within the school and community. Girl students have emerged as confident peer educators, demonstrated leadership, communication, and advocacy skills while supported younger students and community members.

The ₹2 - ₹3 contribution model created a self-sustaining revolving fund that eliminated dependence on external financial support. Students maintain records, monitor inventory, and ensure transparent management under teacher supervision, strengthening accountability and ownership. The initiative has also enhanced collaboration among teachers, parents, School Management Committee

members, ASHA workers, Anganwadi workers, and the local sanitary pad supplier.

Most importantly, the Pad Bank has transformed a simple health intervention into a community-owned movement that promotes dignity, confidence, and equitable access to menstrual hygiene while demonstrating measurable progress toward SDG 3.

Sustainability, Scalability & Replicability

The Pad Bank has been institutionalized as a regular component of the school's health and life-skills programme, ensuring that it continues beyond the duration of a single project. A dedicated student committee manages day-to-day operations, including stock maintenance, beneficiary support, financial records, and awareness activities, under the guidance of teachers and the headmaster. This student-led governance model ensures continuity as new student leaders are mentored each academic year.

Financial sustainability is achieved through the innovative ₹2-₹3 contribution model, which creates a revolving fund for purchasing additional sanitary pads. Rather than relying on donations or external funding, the initiative encourages community ownership and dignity by enabling beneficiaries to make a small voluntary contribution while maintaining affordability.

The model is highly scalable because it requires minimal financial investment and utilizes existing school resources, teacher mentorship, and community partnerships. Collaboration with the School Management Committee, ASHA and Anganwadi workers, local sanitary pad suppliers, and community members strengthens implementation and creates a supportive ecosystem that can easily be replicated elsewhere.

The initiative can be adopted by other government and rural schools facing similar challenges of menstrual hygiene, awareness, and accessibility. Its combination of student leadership, community engagement, affordable access, transparent management, and continuous awareness makes it adaptable across different socio-economic contexts.

The experience at UMS Taldangal-1 demonstrates that sustainable social change does not depend on large financial resources. Instead, empowered students, committed educators, and active community participation can together build practical, low-cost, and high-impact solutions that improve health, dignity, and educational outcomes while advancing the Sustainable Development Goals.





DELHI PUBLIC SCHOOL, LAVA NAGPUR

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

Saving the Local Lake' Project

Description of the Initiative

Futala Lake, situated in the heart of Nagpur, has long served as a recreational centre and wetland for migratory birds. Over time, however, pollutant loads led to deteriorating water quality, bad odour, eutrophication and declining aquatic life, raising concerns among environmentalists and citizens.

The project identified key causes of degradation, including chemical contamination from idol immersion, sewage discharge from nearby houses and obstruction

of the catchment area affecting the natural inflow of water. Students undertook baseline water analysis of Futala Lake and compared the findings with Gorewada Lake, Nagpur. Water samples were collected and tested for key parameters, including COD and faecal coliforms, with quality testing also undertaken after the Ganesh festival. The findings indicated increased turbidity, algal growth and alkaline pH in Futala Lake compared with Gorewada Lake, highlighting the impact of human activity.

Based on the findings, the project proposed and implemented interventions including plugging sewage outlets, removing encroachments near the catchment area and restoring rainwater inflow. Longer-term measures focused on community awareness, encouraging idol immersion in artificial lakes and involving community organisations such as UPAY and Rotary Nagpur Region in conservation efforts.

Impact

The initiative increased awareness among citizens about eco-friendly practices and reported improvement in water quality following the Ganesh festival and awareness initiatives. For students, the project strengthened teamwork, research and problem-solving skills while demonstrating how student-led initiatives can address real-world environmental challenges through a combination of STEM learning and sustainability.

The project also created a data-driven approach that can inform urban lake restoration. Its wider relevance extends across multiple Sustainable Development Goals, including SDG 13 – Climate Action, SDG 6 – Clean Water and Sanitation, SDG 3 – Good Health and Well-being, and SDG 16 – Partnership for the Goals, as stated in the submission.

Sustainability, Scalability & Replicability

Sustainability: The project combines environmental conservation, scientific intervention and community engagement, with an emphasis on long-term ecological conservation rather than one-time cleanliness drives. Ongoing data-driven assessment, awareness campaigns and eco-friendly practices such as safe idol immersion are intended to reduce pollution at its source and encourage sustained behavioural change.

Scalability: Its structured, STEM-based methodology provides scope for expansion beyond a single lake. The involvement of NGOs, NEERI for water-sample analysis, government agencies and other stakeholders creates a model that can potentially be extended to other deteriorating lakes and larger conservation programmes.

Replicability: The approach can be adapted by other schools and organisations working on local ecological challenges. The process is straightforward: identify a local lake, collect and analyse water samples, undertake baseline water-quality assessments, identify pollution sources, engage community stakeholders

and propose appropriate conservation measures. Its combination of student-led STEM learning and community participation makes the model adaptable to different socio-environmental contexts.





ARMY GOODWILL SCHOOL WUZUR

Category

Excellence in Experiential Learning

Name of the Initiative

Innovation Club: Feel, Imagine, Do, Share Framework

Description of the Initiative

Army Goodwill School, Wuzur is a public school in a remote, low-resource block of rural Kashmir, serving students from Kindergarten to Class 12. For years, teaching here followed the familiar pattern of rote learning, leaving students with few opportunities to connect classroom theory to the real problems around them – contaminated drinking water, rising lifestyle diseases, phone-related eye strain, unorganised local billing, and unreliable winter electricity supply.

To close this gap, the school built the Innovation Club, anchored by a structured Feel → Imagine → Do → Share framework that turns every experiential activity into a repeatable, four-stage cycle rather than a one-off project. In the Feel stage, students carry out fieldwork

and surveys to identify genuine issues facing their families and neighbours. In Imagine, student teams brainstorm creative, low-cost solutions. In Do, they prototype hands-on in the Club's makerspace – a repurposed classroom equipped mainly with local and recycled materials. Finally, in Share, students demonstrate and implement their innovations directly within the community, closing the loop between classroom and real world.

The framework is embedded across the entire school rather than confined to a science club or elective. Age-appropriate adaptations begin in Kindergarten and early primary with simple observation, sensory exploration and group sharing, and progressively deepen into complex problem identification, prototyping, rigorous testing and community implementation by the senior grades. Experiential approaches are now integrated into more than 80% of relevant subjects – Science, Environmental Studies, Social Science and Mathematics – and over 90% of students take part in at least one structured experiential activity every year.

Teachers play the role of facilitators and mentors rather than direct instructors, giving students genuine ownership of their learning and their projects. This has produced a stream of original, community-relevant prototypes, including a Foot-Operated Water Tap, a low-cost multi-stage Water Purifier, Glucose-Sensing Diabetes Socks, the NutriScan food-safety app, the OccuSafe eye-strain-prevention app, a Receipt/Invoicing app for local shopkeepers, an All-in-One Power Pod, Automatic Irrigation System and many more.

Despite operating in a rural, low-resource environment, the initiative thrives through what the school calls “Smart Resourcefulness” – designing meaningful, functional solutions primarily from locally available and recycled materials, with support from the Bharti Airtel Foundation. What began as a small pilot has grown into a school-wide culture of innovation and practical problem-solving that now touches every grade and almost every subject.

Impact

The Innovation Club has delivered clear, measurable outcomes across student participation, learning depth, and real-world exposure. Participation in structured experiential activities has grown to over 90% of students, who now complete an average of 6–7 experiential projects each year, including 9–12 initiatives that engage directly with real community contexts such as local issues, the environment, and social impact.

Academically, the school recorded a 100% Class 10th and 12th board pass rate in the most recent cycle, above the state average – evidence that experiential learning has strengthened, not distracted from, core academic performance. Classroom engagement has visibly transformed: students who were once hesitant to speak up are now presenting their work on national platforms, reflecting a marked rise in confidence, ownership and scientific thinking across the school.

The initiative’s prototypes have earned recognition well beyond the classroom. Notable achievements include YCL 2024–25 Gold Medals for the Automatic

Irrigation System and the Automation System, along with the Best Prototype Trophy for the Foot-Operated Water Tap. The Glucose-Sensing Diabetes Socks won the DFC National Bold & Audacious Award (₹40,000), while the Nutri Scan App was a DFC National Nominee (₹25,000). The Receipt App and OccuSafe App each received an Inspire MANAK award of ₹10,000 each. Students have also placed in the YSI National Top 3, represented the school on an ISRO Space Tour, and participated in the IIT Jammu Summit. Most recently, the school was named among the Global Top 10 in the World’s Best School Prizes 2026, Innovation category – competing against institutions from across the world.

Beyond trophies and citations, the initiative’s impact is visible in the community it set out to serve. The multi-stage water purifier has received formal validation from the PHE Department; the Foot-Operated Water Tap has delivered a 40% reduction in water wastage; and local shopkeepers have adopted the student-built Receipt/Invoicing App for their everyday billing. These outcomes show that the learning generated inside the Innovation Club does not stay inside the school – it moves out into the lives of the surrounding rural community, solving real problems that mattered to the students who identified them in the first place.

Together, these academic, competitive and community outcomes demonstrate an initiative that has deepened learning, built durable real-world skills, and created tangible, lasting value for a rural community that had previously had limited access to this kind of hands-on, applied education.

Sustainability, Scalability & Replicability

Sustainability is built into the design of the Innovation Club rather than added on afterward. The initiative relies on “Smart Resourcefulness” – prototypes are built primarily from locally available and recycled materials, keeping running costs low and making the model financially viable without dependence on large or recurring funding. The Club’s makerspace itself is a repurposed classroom rather than a new facility, further reducing the resources required to

sustain the programme. Initial support from the Bharti Airtel Foundation helped establish the Club, but its continued operation now depends far more on the school's own culture of mentorship and student ownership than on external funding.

The framework is also structurally embedded rather than dependent on any single teacher or cohort of students. Because the Feel → Imagine → Do → Share cycle is used across all classes and the majority of subjects, it does not rely on one flagship project or a handful of enthusiastic volunteers – it is simply how experiential learning happens at the school, year after year, as new student cohorts move through the programme.

In terms of scale, the initiative has already grown from a small pilot into a school-wide model covering Kindergarten through Class 12, reaching over 90% of students annually. This scale has been achieved without significant new infrastructure, which is precisely what makes the model replicable elsewhere. Because the approach depends on structure and mentorship rather than expensive equipment or specialist facilities, it is well suited to other rural and low-resource schools facing similar constraints – and it has already begun inspiring interest and replication in other schools across Jammu & Kashmir.

Looking ahead, the school plans to deepen its partnerships with local industry and technical mentors to bring additional expertise into the Do and Share stages of the framework, and to build out more structured documentation of the Feel → Imagine → Do → Share process so that other schools can adopt it more easily. Formal validation already secured for some prototypes – such as PHE Department approval for the water purifier – provides a template for how future projects can be externally verified, adding credibility that will support wider replication. Taken together, the low-cost design, embedded structure, and growing external interest position this initiative as a genuinely replicable benchmark for experiential learning in low-resource school settings across India.





SAPPHIRE INTERNATIONAL SCHOOL, GHAZIABAD

Category

Excellence in Experiential Learning

Name of the Initiative

Project-Based Learning (PBL) at Sapphire International School

Description of the Initiative

At Sapphire International School, Crossings Republik, Project-Based Learning (PBL) has evolved from isolated activities into the school's core instructional philosophy across Grades I - XII. Our model integrates STEM, Arts, Entrepreneurship, and Social-Emotional Learning, now spanning roughly 35% of our curriculum, and is reflected in projects such as eco-products, autonomous river-cleaning boats, multipurpose agricultural robots, road and railway accident prevention system, waste-to-energy solutions, earthquake-resistant structures, Social-Emotional Learning games, and Mathematical games.

PBL became a sustained, year-long, cross-grade, interdisciplinary, cross-subject activity - led by vision

and set according to SPHERE, our annual showcase. In 2024, we asked whether authentic problems could deepen learning; this taught students to solve real-world problems and use AI correctly. By 2025, the approach had moved beyond individual projects and become a school-wide culture built on two pillars: interdisciplinarity and AI.

Our second year marked a shift from isolated projects to a genuine school-wide learning culture. PBL began connecting disciplines organically - Science for understanding, Mathematics for data, Technology and AI for solutions, Languages for communication, Art for design, and Social Science for human impact. Experimentation moved classrooms toward laboratories, and teachers shifted from primarily transmitting knowledge to facilitating learning. Learners work in mixed-ability groups of four to five, rotating through roles such as Researcher, Designer, Budget Analyst, and Presenter, documenting their

thinking in the PBL Notebook and reviewing progress at weekly facilitator check-ins & regular mentor sessions.

To sustain this culture, we curated our own PBL Notebook, obtained copyright protection for it, and built partnerships enabling external validation of student work - with professors from various universities and colleges supporting the testing of student projects. Through KAMP NASTA we established a dedicated STEM lab for the experimentation required to move ideas from concept to prototype.

Student-led design competitions gave rise to Sparky and Twiglet, the mascots for SPHERE 1.0 and 2.0, our annual PBL showcase - embedding ownership of the initiative within the student body itself. By this stage, PBL was no longer confined to a few classrooms; it had become a practice embraced by the entire school.

Impact

A survey of 150 secondary-school educators across five Indian states surfaced the very barriers our approach set out to address: 73% cited insufficient planning time, 68% pointed to inadequate professional training, and only 38% felt confident designing authentic PBL assessments. In response, we expanded faculty development to more than 30 workshops, trained 95% of our faculty, and introduced our copyrighted PBL Notebook to help embed the practice consistently across classrooms.

The results have been substantial. PBL now runs through 70-75% of subjects, interdisciplinary units have grown from 10 to 16, and student-led experiments and presentations have risen from 70% to 85%. The initiative has produced over 30 high-impact projects taken to district and community level, alongside consistent recognition at the INSPIRE-MANAK, CBSE Science Exhibitions, Samsung Solve for Tomorrow, and Youth Ideathon competitions - with project submissions rising from 138 in 2024-25 to 192 in 2025-26, Green Olympiad winner rates climbing from 11.8% to 27.8%, and Technology/Computer category winner rates rising from 19.2% to 28.6%.

An independent survey of 122 parents found the programme more effective than traditional learning: 80.3% agreed, 92.6% reported deeper understanding,

96.7% said hands-on learning strengthened their concepts, and 85.3% rated the programme Good or Excellent. Students have carried this learning beyond the classroom, taking the initiative to design and implement a drip irrigation system within the school campus.

PBL is not easy, but it is incredibly rewarding - it has nurtured an innovative ecosystem in which students become confident researchers and problem-solvers, sustaining a genuine culture of inquiry across the school. Today, PBL touches every grade, every subject, and every stakeholder in our community - from students and teachers to parents and external partners. This evidence-led, interdisciplinary model has transformed PBL from a co-curricular activity into the primary lens through which our students learn to research, design, and solve problems that matter beyond the classroom.

Sustainability, Scalability & Replicability

Sustainability: PBL at Sapphire is sustained through structural, not occasional, commitment. In 2025, the school codified its entire practice into a formal, school-wide PBL Facilitator's Handbook - covering the Project Path Overview, Driving Question design framework, Day-by-Day Calendar, assessment maps, and grading policy - so that new units are planned against a common standard rather than reinvented each time, and new teachers can be onboarded quickly regardless of prior PBL experience. After every project, facilitators complete a structured Post-Project Review examining student engagement, driving-question quality, scope, standards alignment, rubric quality, and resource adequacy, closing the loop, so each learning cycle directly improves the next. This is backed by sustained, job-embedded teacher training - 30 in-house workshops and certifications in the past year - and by the school's own action-research culture, in which students and teachers jointly study PBL evidence and feed findings back into the Handbook itself.

This deepening is deliberate and year-on-year: in 2024 we moved from activity-based learning to authentic,

real-world problems; in 2025, from individual projects to interdisciplinary PBL; and in 2026, our focus shifts from implementing PBL to generating measurable community impact - with projects increasingly built in collaboration with scientists, corporates, industries, and universities, and select student innovations now being explored for patenting. Student work is also translating into permanent campus infrastructure rather than one-off classroom exercises - from solar units to composting and water-recycling systems, including an automated drip-irrigation system installed through an external partnership. To hold the school accountable to this trajectory, we have built a ten-year Sustainability Vision Wheel that continually reminds us of our future steps, ensuring sustainability is treated as an ongoing commitment rather than a single milestone.

Scalability: The model is deliberately built to scale both vertically and horizontally. Vertically, PBL units grow in complexity as students move up through the grades - from guided, teacher-scaffolded projects in the primary years to increasingly independent, research-oriented investigations at the secondary level - using the same Handbook templates throughout. Horizontally, the same PBL principles and driving-question framework apply across Science, Mathematics, Social Studies, Languages, and the Arts, so the model is not confined to STEM subjects alone. The school's growing use of AI-based scaffolding tools - to help teachers monitor individual students' Zone of Proximal Development in real time - is expected to let a single teacher mentor a full class through personalised, independent projects simultaneously, supporting scale without proportionally increasing teacher workload.

This capacity is reinforced by dedicated Innovation Labs - equipped for 3D design, coding, simulation, and microcontroller-based prototyping - which strengthen student prototyping as project volume grows, while digital portfolios, structured peer review, and reflection protocols sustain feedback quality even as the programme scales. Expanding external partnerships with scientists, corporates, industries, and universities further extend this capacity, bringing

in mentorship and real-world validation that a single school could not generate alone.

Replicability: Because the approach is captured in a self-contained, documented Handbook (PBL Notebook) - Project Path Overview templates, the Driving Question design framework, common-pitfall critiques, Day-by-Day Calendars, rubrics, assessment maps, it is readily transferable to other schools. Research drawn from published studies on PBL adoption in the country, surveying 150 teachers across five Indian states, was explicitly designed to surface the barriers other schools face (time, training, assessment alignment) so this professional-development approach can be adapted, not just admired, elsewhere. Sharing the Handbook and our unit templates with other schools, in the spirit of NEP 2020's push for experiential learning at scale, is a natural next step for extending this initiative's reach beyond our own campus.





GOVT. SANDIPANI HIGHER SECONDARY SCHOOL SABULAL, GARHAKOTA

Category

Excellence in Future Ready Skills

Name of the Initiative

Learning Recovery & Attendance Improvement
Initiative: Future Skills through Experiential Learning

Description of the Initiative

Government Sandipani Sabulal Higher Secondary School, located in Garhakota, operates in a rural context where students historically faced limited exposure to technology, interactive learning, and real initiative, baseline assessments indicated that while students possessed theoretical subject knowledge, only about 45% participated in structured skill building activities, and school events annually. Key foundational com communication, critical thinking, problem required structured, consistent development across all grade levels.

To bridge this gap, the school designed and executed a comprehensive, low-cost, and year-round skill development model spanning July 2024 to

March 2026. Rather than introducing an additional standalone subject into an already packed curriculum, the initiative seamlessly integrated future-ready skills into regular classroom pedagogy, daily routines, and co-curricular frameworks. The model encompasses all students from Classes I to XII, tailoring activities to suit distinct age groups and learning readiness stages.

The core strategy centers on Project-Based Learning (PBL) across Science, Social Sciences, and Languages, driving students away from rote learning toward inquiry, research, teamwork, and practical application. A continuous weeklymonthly- quarterly operational cycle was institutionalized: weekly dedicated club periods (Science, Eco, Literary, and Sports Clubs), monthly project-based assignments, and quarterly school exhibitions. Crucially, student ownership drives the initiative. Students actively lead daily morning assemblies, coordinate club operations, run debates and quizzes, manage strategic thinking games like chess, and present academic projects.

Furthermore, classroom concepts are directly linked to community engagement and real-world problem-solving. Students undertake projects addressing

local environmental and social challenges, including water conservation, sanitation drives (Swachhata Campaign), plantation drives, road safety awareness, and citizenship responsibilities. Guided by teachers who act as mentors and facilitators, this model transforms passive content delivery into an active, studentcentric, and future-oriented learning ecosystem.

Impact

The implementation of the Future Ready Skills initiative brought transformative, measurable, and qualitative growth across the entire student body of Government Sandipani Sabulal School between April 2025 and March 2026.

Quantitatively, student participation in structured skill-building activities surged from a baseline of ~45% to over 85%+. The volume of organized, skill-aligned activities expanded dramatically from 6-8 isolated events per year to over 25+ structured, calendarized programs annually. Active participation in group-based and collaborative learning projects crossed 70%+, ensuring inclusive coverage across Classes I through XII regardless of academic or socio-economic backgrounds.

Qualitatively, the initiative successfully shifted student engagement from occasional, event-based participation to continuous, self-driven involvement. The structured integration of weekly club activities, public speaking, debates, and student-led morning assemblies led to a noticeable rise in student confidence, verbal articulation, and presentation capabilities. Peer-to-peer learning and collaborative group tasks fostered critical life skills including leadership, empathy, adaptability, decision-making, and collective responsibility.

By grounding projects in community issues—such as local environmental preservation, cleanliness drives, and health/wellness awareness—students developed strong civic awareness and analytical problem-solving skills. They learned to view academic concepts as practical tools to address real-world challenges. This

experiential shift also had a direct positive ripple effect on regular school attendance, academic enthusiasm, and overall classroom vitality.

Documented evidence supporting these outcomes—including comprehensive student participation records, standardized activity logs, detailed teacher lesson plans, annual activity calendars, community project reports, and visual documentation of student-led exhibitions and leadership forums—has been systematically compiled and submitted as proof of impactful execution.

Sustainability, Scalability & Replicability

The long-term sustainability, scalability, and replicability of this initiative stem directly from its intentional design as a low-cost, resource-efficient, and institutionalized framework embedded within existing school systems.

Sustainability is guaranteed by integrating the model into the official school timetable, teacher lesson plans, and the annual institutional activity calendar. By utilizing existing infrastructure, local community resources, and standard faculty mentorship without requiring extra budget or heavy capital investment, the initiative remains financially viable and self-sustaining over time. Student leadership structures—such as student club office-bearers and assembly managers—ensure that momentum is maintained across academic cycles.

Scalability and Replicability are among the strongest attributes of this initiative. Designed specifically within a rural context, the model provides an adaptable blueprint for government and resource-constrained schools across India. It proves that developing future-ready skills does not require expensive technology or specialized facilities, but rather a structured pedagogical pivot toward experiential learning, project-based inquiry, and student empowerment.

Key learnings highlight that continuous skill practice, authentic student ownership, and contextualized real-world applications create significantly deeper learning

outcomes than sporadic co-curricular events. Moving forward, the school plans to scale the initiative further by introducing standardized skill-tracking rubrics, deepening digital literacy integration, expanding community-based research projects, and establishing peer-mentorship networks across senior and junior student cohorts.





SAPPHIRE INTERNATIONAL SCHOOL NOIDA

Category

Excellence in Future Ready Skills

Name of the Initiative

SPHERE 2.0 – Dream. Design. Do.

Description of the Initiative

At Sapphire International School, Noida, we identified a fundamental gap in the way entrepreneurship was being experienced by school learners. While students participated in entrepreneurial activities, these were largely in the form of isolated events, stalls, competitions or one-time product displays. Exposure to design thinking, innovation, problem identification, enterprise creation and real-world problem-solving was therefore not yet a sustained part of the learner journey.

This led us to ask a larger question: If we want our learners to be future-ready, can entrepreneurship become a capability that every learner progressively develops, rather than an event that some learners participate in?

This question led to the creation of SPHERE.

The programme was first piloted as SPHERE 1.0 in November 2024, through grade-wise stalls, product displays and inter-house competitions. In 2025, the pilot was transformed into SPHERE 2.0, a structured, school-wide programme conducted from October to December under the theme “Dream. Design. Do.” The most significant change was the movement from an event-based model to a structured, progressive curriculum for enterprise and future-ready skills.

At the heart of SPHERE 2.0 is a 10-Step Entrepreneurship Ladder, mapping an age-appropriate entrepreneurial stage, skill focus and learning outcome to every grade from EYPL to Grade XI. Learners progressively move through:

Awareness & Value → Idea Building → Product Thinking → Eco Innovation → Social Entrepreneurship → Technology → Design Thinking → Business Foundation → Enterprise Execution

This ensures that learners do not encounter entrepreneurship only once; rather, the complexity of their entrepreneurial experience increases with age. Early-years learners explore value and exchange, primary learners progress to product and service ideas and pitching, middle-school learners engage with eco-innovation, social entrepreneurship and technology-led solutions, while senior learners work on business planning, financial projections, marketing strategy and live enterprise pitching.

SPHERE 2.0 begins with Design Thinking, shifting the learner mindset from “What can I make?” to “What problem can I solve?” Students move through the process of Empathise → Identify the Problem → Ideate → Design → Prototype → Test → Refine → Present.

The programme follows an eight-week learning journey comprising orientation, team formation, problem/idea identification, mentoring, product/prototype development, dry runs, feedback and the final showcase. Dedicated practice slots are incorporated into the school timetable, supported by structured rubrics, facilitator guides and team-tracking systems. Technology, including Chromebooks, Canva, Figma, ICT360 and robotics/innovation facilities, forms an integral part of research, design, creation and presentation.

A defining feature of SPHERE 2.0 is the shift from “models made for display” to actual student-created projects. Learners developed products, services, social entrepreneurship solutions, eco-conscious solutions, technology and app-based solutions, websites, digital products, advertising campaigns, business concepts and experiential enterprise activities. The intent was to help students understand that entrepreneurship is not simply about selling a product; it is about creating value by solving a meaningful problem.

Impact

SPHERE 2.0 achieved 98% participation, engaging 850+ learners from EYPL to Grade XI, with 120+ actual student projects and 42 showcase stalls presented at

the Annual SPHERE Fest. The programme therefore moved entrepreneurship from a selective opportunity to a whole-school learner experience.

Its impact is also reflected in tracked future-ready skill indicators. Participation in group-based structured activities increased from 61-75% in 2024-25 to 76-90% in 2025-26, while participation in community-based/real-world problem-solving increased from 51-70% to 71-85%. Student-initiated/student-led initiatives increased from 6-10 to 11-15. These shifts reflect behaviours directly connected with future readiness, including collaboration, initiative, problem-solving, leadership and student agency.

Learners moved beyond ideas to execution through elevator pitches, Shark Tank-style investor Q&A, start-up simulations, app prototypes, website creation, eco-stalls, social-good kits and live enterprise pitches. This provided repeated opportunities to practise communication, collaboration, creativity, leadership, digital fluency, financial thinking, problem-solving, resilience and decision-making.

Authentic projects demonstrated the age-wise progression of learning. These included Colours of Emotion – Scented Candles, Supernova House, Books Beyond Borders, FemSecure, ReWear and LitBites, progressing from product creation towards social problem-solving, technology and enterprise execution.

SPHERE also incorporated authentic external perspectives through 20 parent mentors and 10 judges representing parent and industry expertise across engineering, finance, marketing, entrepreneurship, technology and creative enterprise. Learners were evaluated on creativity, feasibility, presentation, teamwork and business understanding, bringing the experience closer to real-world assessment.

Importantly, recognition does not mark the end of the learning journey. Winning teams receive structured incubation support covering product development, market research, financial planning, branding and presentation. The guiding principle is: “Recognition should open a door, not close the journey.”

The entrepreneurial mindset has also extended into real-world exposure, with 80+ learners from Grades IX–XII undertaking internships across STEM & Innovation, Finance & Legal Studies, Digital Media, Design & Communication, Psychology, Education, Community Service and Entrepreneurship. This extends the journey from school project → professional exposure → workplace learning → career exploration.

Sustainability, Scalability & Replicability

The sustainability of SPHERE lies in its institutionalisation as a framework rather than a single event, individual-teacher initiative or annual competition. Its evolution from SPHERE 1.0 to SPHERE 2.0 demonstrates the ability of the model to develop continuously through feedback and learning.

Sustainability is supported through a defined grade-wise curriculum, an annual eight-week learning cycle, dedicated school time, standardised facilitator guides and assessment rubrics, a continuing mentor ecosystem, post-programme incubation and continuous feedback from students, teachers, mentors and judges.

SPHERE has demonstrated scalability through school-wide implementation across age groups. Its common Entrepreneurship Ladder enables young learners, primary learners, middle-school students and senior-school students to participate within the same overarching framework while progressively increasing the complexity of skills and outcomes. The use of accessible technology and existing innovation facilities also reduces dependence on highly specialised infrastructure.

The programme is replicable because its core building blocks are documented, including the 10-Step Entrepreneurship Ladder, grade-wise learning outcomes, eight-week implementation cycle, facilitator guides, student team structures, assessment rubrics, mentor/judge framework, project-development process, showcase formats and post-SPHERE incubation plan. This allows the framework to be adapted by schools with different learner populations and resource levels.

The fundamental model remains:

Identify a real problem → Design a solution → Create value → Receive authentic feedback → Refine → Present → Incubate.

The infrastructure can change; the entrepreneurial learning journey remains intact.

The next phase, SPHERE 3.0, will focus on making the programme deeper, more integrated and longitudinal by formalising the grade-wise curriculum, strengthening subject-enterprise connections, expanding incubation, developing stronger alumni and industry partnerships, tracking projects beyond the showcase, and creating pathways to competitions, internships, scholarships and institutions.

Ultimately, SPHERE 2.0 is not designed to make every child an entrepreneur. Its purpose is to ensure that every child develops an entrepreneurial mindset—the ability to see a problem, question the status quo, design a solution, create value, collaborate, communicate, adapt after feedback and act in the real world.





ST. MARK'S SR. SEC. PUBLIC SCHOOL, JANAKPURI

Category

Excellence in Global Impact Leadership

Name of the Initiative

The Global Youth Summit- Connecting Youth, Creating Sustainable Future

Description of the Initiative

The Global Youth Summit (GYS) 2026, conceptualised and hosted by St. Mark's Sr. Sec. Public School, Janakpuri during The Anjali Aggarwal International Friendship Week in January 2026, was created to redefine the purpose of international school engagement. Moving beyond cultural showcases, school visits and virtual exchanges, the Summit brought students together physically to deliberate upon pressing global challenges and SDGs and explore collective solutions.

Bringing together 135 delegates from 17 countries, with students representing their own countries, GYS created a platform for meaningful international dialogue and best-practice learning. Delegates shared

effective practices from their respective countries, while sessions were chaired by St. Mark's alumni, who guided the deliberations.

❖ Eight Weeks of Diplomacy & Global Engagement

The Summit was the culmination of an eight-week pre-Summit journey. International outreach and coordination were supported through email and WhatsApp, registrations through Google Forms, and pre-Summit mock sessions on Microsoft Teams prepared delegates—particularly first-time participants—for the diplomatic proceedings.

❖ Four Forums. One Global Platform.

Students participated through four specialised forums—UNGA, UNCSW, WHO and UNEP—engaging in research, position-paper writing, public speaking, negotiation, consensus-building and resolution drafting around global issues and SDG-related agendas. The Summit culminated in multiple resolutions, transforming student discussions into tangible collaborative outputs.

❖ Students at the Centre

Built upon years of sustained engagement in MUNs, global projects, international collaborations and conferences, GYS emerged as a milestone in the school's ongoing global-engagement journey. The Summit was led by the St. Mark's, Janakpuri Student Organising Committee of DOXA MUN, with teachers functioning as facilitators and mentors. Students remained at the centre of planning, communication, moderation and execution.

❖ From Awareness to Application

GYS addressed an important gap in global education: while students were familiar with global problems, they often had limited opportunities to move from awareness to application. The Summit enabled them to listen to perspectives from other countries, analyse issues, negotiate differences and collectively formulate responses.

GYS 2026 thus brought together years of preparation, weeks of global engagement and 135 young voices from 17 countries, turning international interaction into meaningful dialogue, diplomacy and collective action.

Impact

A Deeply International Learning Experience

With 123 international participants (91%) and 12 Indian delegates (9%), GYS created an overwhelmingly international learning environment. Face-to-face interaction enabled sustained dialogue and authentic cross-cultural exchange. The Summit was also live-cast for the school community and teachers of visiting schools, enabling almost 400 audience members to witness the deliberations and resolutions and extending its impact beyond participating students.

❖ Applied Global Competencies

Students moved beyond learning about global issues to researching national positions, articulating arguments, listening to competing perspectives, negotiating differences and working towards consensus. Through this process, they strengthened

public speaking, analytical thinking, persuasive writing, diplomacy, collaboration and problem-solving skills.

Structured pre-Summit preparation enabled first-time MUN participants to engage more confidently in an international diplomatic setting. Students learnt to listen, express themselves, negotiate respectfully and contribute to collective outcomes while communicating across cultures.

❖ From Dialogue to Tangible Outcomes

The multiple resolutions produced during the Summit provided tangible evidence of collaborative learning. Students experienced how a complex global issue could move from problem identification → research → dialogue → negotiation → collective resolution-building, transforming diplomacy from a theoretical concept into an experiential learning process.

❖ Institutional Impact and Global Growth

GYS marked the school's progression from participating in international exchanges to conceptualising and hosting its own international youth platform. Existing relationships with partner schools were strengthened, alongside new avenues for collaboration, including planned student exchanges with partner schools in Belgium, Russia, Slovenia and Thailand during September–November 2026.

The school's wider vision has also received recognition across 2024–25 and 2025–26, including awards for sustainability, experiential learning, academic excellence, future-ready learning, holistic student development and contribution towards the SDGs.

Most significantly, GYS encouraged students to see themselves not merely as learners or observers of international problems, but as young contributors capable of discussing, negotiating and collaborating to address issues affecting communities across borders. Its impact therefore extended beyond the Summit—strengthening student competencies, international relationships and the school's commitment to preparing responsible, confident and globally engaged young citizens.

Sustainability, Scalability & Replicability

Sustainability: The sustainability of GYS 2026 lies in the fact that the initiative has been integrated into the school's existing DOXA Youth Global MUN and international-engagement ecosystem, rather than being dependent on a one-time external event or external agency.

The St. Mark's, Janakpuri Student Organising Committee of DOXA Youth Global MUN provides an internal leadership structure through which experienced students can support and mentor subsequent student teams. This creates institutional memory and enables the process to continue even as individual student cohorts change.

The school will further sustain international engagement through future International Friendship Weeks, creating recurring opportunities for physical interaction with foreign partner schools. This is being further strengthened through planned student exchange programmes with partner schools in Belgium, Russia, Slovenia and Thailand during September–November 2026, extending global engagement beyond the Summit into sustained student-to-student interaction.

Its greatest sustainability feature is therefore its ecosystem approach—GYS, DOXA Youth Global MUN, International Friendship Weeks and school-to-school partnerships can function as interconnected platforms rather than isolated events, creating a continuous cycle of:

International Interaction → Learning → Collaboration
→ Action

Scalability: The operational model is deliberately low-cost and scalable. International outreach and coordination through email, participant registration through Google Forms, communication through WhatsApp groups and mock sessions conducted on Microsoft Teams reduce infrastructure requirements while allowing participation from geographically diverse schools. The Physical Summit can therefore be complemented by online engagements to maintain relationships throughout the year.

Replicability: The model is also replicable by other schools because its core requirements are not resource-intensive: a student organising team, teacher facilitators, international outreach, structured committees, pre-event preparation and a clear global theme are sufficient to establish the framework.





GOVERNMENT BOYS SENIOR SECONDARY SCHOOL IARI, PUSA

Category

Excellence in Sports

Name of the Initiative

Student Sports Leadership and Peer Coaching Program

Description of the Initiative

The Student Sports Leadership and Peer Coaching Program was introduced to strengthen a sports culture that was already producing strong competitive results, while addressing limited access to specialised coaching and financial resources. The initiative was launched on 1 May 2025 and implemented through the 2025-26 academic year, with its impact assessed within the ARISE-defined period ending 31 March 2026.

The central idea was to move beyond a predominantly teacher-led model and make capable students active contributors to the development of their peers. Senior students with demonstrated sporting ability and leadership qualities were selected as Student

Sports Leaders. They supported younger and less-experienced students through mixed-age practice groups, peer learning, motivation and practice support. Scientific coaching and grouping were also revised to make training more purposeful and progression-oriented.

The programme operated alongside regular Physical Education periods and scheduled practice. Students participated in athletics, football, volleyball, kho-kho, kabaddi, badminton, table tennis and yoga. Practice was extended through extra classes and summer-vacation sessions, with peer leaders helping sustain motivation and attendance. For football and volleyball, the school also collaborated with Pusa to strengthen access to sporting support.

The initiative built on an established sporting ecosystem of facilities, trained coaching support and participation at zonal, Delhi State and national levels. Rather than treating achievements as isolated events, the programme created a pathway in which experienced players could help more students enter, remain in and progress through structured sport.

The most significant shift was cultural: sports became increasingly collaborative and student-driven. Students were not only practising and competing; they were taking responsibility for motivating peers, supporting beginners and contributing to a stronger sporting environment. This makes the programme a continuing development model rather than a one-time competition intervention.

Impact

The programme generated measurable improvement in the breadth, consistency and progression of student participation in sports. During 2024-25, structured sports participation was in the 61-75% range; during 2025-26, it rose to more than 90%. This reflects a substantial shift towards wider engagement, with sports becoming a regular part of student life rather than being limited to a smaller competitive group.

Training also became more consistent and intensive. Average structured training increased from three sessions per week per sport in 2024-25 to five or more sessions per week in 2025-26. Peer motivation helped sustain attendance during extra classes and summer-vacation practice, strengthening continuity beyond routine Physical Education periods.

Competition exposure expanded at the same time. The proportion of students representing the school in interschool, district, state, national or international competitions moved from the 5-10% range in 2024-25 to the 11-20% range in 2025-26. The number of unique students receiving awards, rankings or recognitions increased from the 16-30 range to the 31-60 range. This wider participation was accompanied by achievements across baseball, softball, athletics and table tennis, including national-level baseball recognition and repeated zonal and Delhi State team successes.

Progression opportunities also strengthened. Students receiving scholarships, selections, academy admissions or higher-level sporting opportunities moved from the 2-5% range in 2024-25 to the 6-10% range in 2025-26. The school also reports up to eight students in the group progressing to national

recognition and scholarship/award opportunities, including a scholarship of ₹3 lakh.

The impact extends beyond competition results. Student Sports Leaders developed communication, confidence, responsibility and decision-making skills while helping beginners improve through peer learning. The programme therefore created a two-way benefit: more students gained access to structured sporting opportunities, while experienced athletes developed leadership capabilities.

The strongest evidence of sustained impact is the combination of higher participation, increased training frequency, broader competition exposure and a larger pool of recognised students. Together, these changes show movement from participation towards a more structured pathway for sporting excellence.

Sustainability, Scalability & Replicability

The programme is designed for sustainability because it strengthens the school's existing sports system instead of creating a separate structure dependent on high expenditure. Its most important resource is student capability. Experienced players are developed as Student Sports Leaders and then contribute to the development of younger students. As new students progress, they can themselves become future leaders, creating a continuing cycle of peer support.

The model is financially practical. The school identified limited financial resources and restricted access to specialised coaching as important constraints. Peer coaching distributes basic practice support, motivation and guidance among students, reducing dependence on a small number of teachers or external specialists for every learner. The programme therefore adds value without requiring major additional infrastructure or recurring expenditure.

It is also scalable. Student leaders can be selected by sport, age group and skill level, while mixed-age practice groups allow beginners to learn from more experienced players. The approach can expand as participation grows because the leadership structure itself creates additional support capacity. Existing

facilities, Physical Education periods, trained coaching support and practice arrangements provide the base on which the model can continue to operate.

Replicability is one of its strongest features. A government or resource-constrained school does not need expensive facilities to begin. It needs a clear method for identifying capable students, assigning leadership responsibilities, organising regular practice, pairing experienced and developing players, and recognising progress. Local partnerships can supplement specialist needs where required; the school's collaboration with Pusa for football and volleyball illustrates this principle.

The initiative also goes beyond one-time competitions. Its emphasis on regular practice, peer motivation, leadership and progression embeds sports development into the school culture. Student leaders support attendance and practice even outside routine classes, helping maintain continuity.

The model is therefore sustainable through existing human resources, scalable through student leadership and replicable across schools with different resource levels. Its core innovation is not simply producing more athletes; it is creating a system in which students help build the next generation of athletes. This makes the approach particularly relevant for schools seeking practical, low-cost and sustained pathways to sports excellence.





DASS AND BROWN WORLD SCHOOL

Category

Excellence in Sports

Name of the Initiative

Integrated Sports Excellence Programme

Description of the Initiative

Dass and Brown World School (DBS) is situated in the remote belt of District Ferozepur, Punjab, just 6 km from the International India-Pakistan Border. In an endeavour to promote sports amongst the youth of this region, the school established an exclusive sports wing with state-of-the-art infrastructure, enabling students to choose a sport aligned with their interests and develop their skills under trained coaches. The school aims to provide international-standard sports facilities and structured opportunities for every learner's sporting journey.

DBS offers an extensive range of outdoor and indoor sports, including basketball, roller skating, archery, golf, cricket, lawn tennis, volleyball, taekwondo, athletics, table tennis, billiards, chess, carom, yoga, shooting, swimming, badminton and fencing.

Facilities include synthetic basketball and tennis courts, a skating rink with an inline hockey ground, modern competitive archery range, golf driving range and five-hole course, cricket practice nets, athletic track, indoor shooting range, half-Olympic-sized swimming pool, five synthetic badminton courts and dedicated fencing pistes. Students receive training from qualified and NIS-trained coaches, alongside professional associations and specialised coaches.

For younger learners, the school introduced SPIKE Sports (Sports Program Initiative for Kids in Education), a foundational programme designed for elementary students. Through age-appropriate equipment and activities, students develop flexibility, agility, stamina, physical literacy and motor skills under certified instructors before progressing towards specialised sports.

Building upon this ecosystem, DBS conceptualised the Integrated Sports Excellence Programme to transform sports from an activity conducted during physical education periods into a comprehensive ecosystem supporting every learner—from discovering an interest in sports to competing at district, state and national levels.

A key intervention is the Personalised Learning Programme (PLP), which enables students to choose a sport aligned with their interests, aptitude and long-term aspirations and receive structured coaching throughout the year. This is complemented by an integrated athlete-development pathway combining curriculum-based sports education, performance-oriented morning training, advanced evening coaching, regular fitness assessments, performance reviews and individual athlete mentoring.

The school has also strengthened professional coaching through partnerships with leading sports academies, providing access to certified coaches, scientific training methodologies, sport-specific expertise, talent identification and enhanced competitive preparation. Competitive exposure extends throughout the year through Inter-House and Inter-School Competitions, District and State Championships, National Championships, CBSE Games and school-hosted sporting events, ensuring continuous assessment, motivation and athlete development.

The initiative deliberately extends beyond the school through the Sundowner Family Sports Festival, where students, parents and grandparents participate together, and Community Marathons organised in collaboration with the Indian Army and Border Security Forces, promoting fitness, social responsibility and stronger school-community partnerships.

Impact

The Integrated Sports Excellence Programme has transformed sports at Dass & Brown World School from a structured co-curricular activity into a culture of participation, performance and lifelong fitness. It has generated measurable improvements in student engagement, athlete progression, competitive success and community involvement while fostering holistic development across age groups.

More than 90% of students now actively participate in structured sports programmes, physical education classes and school sporting activities. Year-round coaching and personalised sports pathways have

improved consistency in training, while participation has expanded across both recreational and competitive sports.

Regular coaching, systematic training and continuous competitive exposure have strengthened students' technical skills, tactical understanding, physical fitness and competition readiness. The school has witnessed increased representation at District, State, CBSE and National-level competitions, alongside consistent growth in medal tallies, podium finishes and championship performances.

The programme has also created a clear progression from introductory participation to competitive excellence. Early identification of sporting talent, specialised coaching, advanced programmes and continuous mentoring have enabled students to pursue long-term sporting goals while balancing academics.

Beyond competitive performance, the initiative has contributed to leadership, teamwork, self-confidence, self-discipline, time management, decision-making, emotional resilience, sportsmanship and healthy lifestyle habits. Teachers and parents have also reported increased confidence, improved classroom participation and stronger interpersonal skills among students actively engaged in sports.

Parent and community participation has grown through the Sundowner Family Sports Festival, community marathons, Evening Sports Programme and academy partnerships. These initiatives have strengthened parent-school partnerships and helped position DBS as a centre for sports promotion within the region.

At the institutional level, DBS has moved from event-based participation to a year-round sports culture, strengthening collaboration among coaches, students, parents and academy partners and enhancing the school's visibility through district, state and inter-school sporting events. Most importantly, students increasingly view sports not merely as competition, but as a medium for personal growth, character building, leadership development, lifelong health and wellness, goal setting, perseverance and teamwork.

Sustainability, Scalability & Replicability

The Integrated Sports Excellence Programme distinguishes itself by transforming sports from a co-curricular activity into a strategic pillar of education. Rather than measuring success solely through medals and championships, DBS has created a culture where sports contribute to academic growth, character development, leadership and community well-being, ensuring that every learner is encouraged to participate and every talent is nurtured.

The programme moves beyond conventional school sports through student choice and ownership, long-term athlete development, structured pathways from participation to performance, continuous engagement throughout the academic year, and active family and community involvement. The school has further strengthened the regional sports ecosystem by hosting district, inter-school and state-level events, collaborating with recognised academies and engaging government bodies, sports associations and defence organisations.

Sustainability is ensured through dedicated planning and annual reviews, continuous investment in sports infrastructure and coaching, strong management support, active participation of teachers, coaches, parents and students, and regular evaluation and refinement based on student needs and emerging sporting trends. Sports have therefore become part of the school's institutional framework rather than a short-term project.

The initiative also reflects the vision of NEP 2020, promoting holistic development, experiential learning, student choice and flexibility, physical literacy, inclusive education, skill-based learning, and health and wellness.

The model is practical, scalable and replicable because it is built around clear planning, progressive implementation, stakeholder collaboration, continuous monitoring, student-centred learning and community engagement. This makes the framework adaptable not only for well-established schools but also for institutions seeking to strengthen sports education systematically.





GGSSS HARKESH NAGAR

Category

Excellence in Visual and Performing Arts

Name of the Initiative

Art Integration Initiative: Transforming Education through Creative Expression

Description of the Initiative

GGSSS Harkesh Nagar transformed visual and performing arts from an occasional co-curricular activity into a structured, school-wide pathway for expression, confidence, participation and excellence. Serving around 3,000 students, primarily first-generation learners from Harkesh Nagar and Sanjay Camp communities, the initiative responded to a clear baseline: access to art was uneven, participation lacked continuity, and there was no defined pathway from classroom exposure to public showcasing or career aspiration.

Beginning with accelerated Art Integration in September 2024, the school embedded creative expression into its wider educational culture. More than 10 creative spaces—including Makerspaces, art rooms and a multipurpose hall—provided sustained

opportunities for students to create, practise and perform. A five-day Mega Painting Campaign gave every student an opportunity to participate and be seen, which covered all students, while permanent student artwork displays turned the campus into a living gallery. The Art Club, podcasts, assemblies and Kakshant Ceremonies created regular platforms for students to showcase talent and build confidence.

A distinctive feature is the College of Art alumni mentorship model. Alumni provided students with authentic exposure to higher education, artistic practice and career pathways, helping learners see art not simply as an activity but as a possible future. The school also introduced monthly “Best Regular Class” recognition, linking creative engagement with attendance, consistency and collective participation.

The initiative combines universal access with pathways to excellence: students participate at school level, receive mentorship and practice, and then access district, state and national platforms. Partnerships and participation across NCERT and government platforms further widened exposure. The result is an ecosystem in which art is embedded in everyday school life rather than delivered as a one-time event—making the model practical, inclusive and capable of being adapted by other schools.

Impact

The initiative has produced measurable academic, behavioural, participation and progression outcomes during 2025–26. More than 90% of students engaged in at least one structured visual or performing arts activity, demonstrating that the initiative moved beyond selective participation towards school-wide access. Attendance also climbed to 85%+, indicating stronger regularity and participation alongside the creative programme.

The strongest evidence of impact is the progression from participation to recognition and opportunity. More than 25 students secured placements across district, state and national competitions in painting, paper mache, collage and sculpture. The school also achieved national recognition through platforms associated with ministries, including certificates and awards, validating the quality of student work beyond the school environment. Most significantly, 6+ students gained admission to Delhi College of Art. For first-generation learners, these admissions represent more than awards: they demonstrate that sustained arts exposure, mentorship and practice can translate into genuine higher-education and career pathways.

The initiative has also strengthened the school's wider learning environment. Permanent displays have made student achievement visible throughout the campus, while assemblies, podcasts, the Art Club and Kakshant Ceremonies provide recurring opportunities for students to be seen, celebrated and encouraged. The "Best Regular Class" recognition connects creative engagement with consistency and attendance, reinforcing positive school habits.

Academic outcomes have remained strong alongside these holistic gains, with Class X achieving 99.09% board success—the school's best result in four years. This provides important evidence that arts integration can coexist with, and contribute to, a broader culture of engagement and achievement rather than competing with academic priorities.

Beyond student outcomes, the model has generated recognition for educators and pedagogy. Principal Ms.

Sheetal showcased the school's Art Integration and TLM-Based Learning on the NCERT eVidya Channel, while Art Teacher Ranu Singh received the Simply Jaipur Award 2026 for excellence in art education. Together, these outcomes show a progression from access to engagement, from engagement to excellence, and from excellence to opportunity.

Sustainability, Scalability & Replicability

The initiative is designed as a sustainable school ecosystem rather than a project dependent on one-time events or high expenditure. Its first sustainability principle is integration: art is embedded within the school's academic and co-curricular calendar through curriculum periods, clubs, practice sessions, assemblies and regular recognition. This ensures that participation continues throughout the year and remains part of school culture.

The second pillar is the use of existing and durable resources. With 10+ creative spaces including Makerspaces, art rooms and a multipurpose hall, the school has created a physical environment that supports recurring engagement. Permanent displays further extend the value of student work by turning the campus into a living gallery and keeping achievement visible every day. The model therefore builds institutional memory rather than repeatedly starting from zero.

A third strength is the alumni-to-student mentorship model. College of Art alumni provide exposure to higher education and career pathways, creating a self-sustaining cycle in which students can see credible role models and, in time, contribute to the same ecosystem. This approach reduces dependence on expensive external programmes while increasing the relevance and aspiration of arts education.

The model is scalable because its core components are simple and modular: structured art periods, a school-wide creative campaign, student exhibitions, recognition mechanisms, alumni or local artist mentorship, and pathways to external competitions. Schools with fewer dedicated spaces can adapt the

approach using classrooms, corridors, assembly areas or shared multipurpose spaces. The emphasis is on consistent opportunities and progression, not specialised infrastructure alone.

Its replicability is further strengthened by the school's engagement with NCERT, government ministries and other public platforms, which creates opportunities for students to showcase work beyond the school. The approach can be adopted by government and low-resource schools because it leverages existing spaces, teacher capacity, student talent and partnerships.

Most importantly, the initiative demonstrates a transferable principle: when arts are treated as a core medium for expression, wellbeing, confidence and aspiration—with structured access, mentorship, recognition and progression—they can become a powerful driver of whole-school transformation. GGSSS Harkesh Nagar offers a practical, low-cost, high-impact template that other schools can adapt to their own context.





DBRA CM SHRI SCHOOL, ANDREWS GANJ

Category

Excellence in Visual and Performing Arts

Name of the Initiative

KalaSrijan: Integrating Visual & Performing Arts for Future-Ready Learners

Description of the Initiative

KalaSrijan positions the arts as a core pillar of school identity at CM SHRI Andrews Ganj, a zero-fee Delhi Government, CBSE-affiliated school of approximately 500 students. The initiative runs through two structured, teacher-led wings — Chitragriha (visual and media arts) and Rangayan (performing arts) — that together give every student sustained, curriculum-embedded arts practice rather than occasional exposure.

Under Chitragriha's visual arts strand, all students across grades receive structured training in both painting and sculpture in a purpose-built art and sculpture studio staffed by dedicated visual arts educators, with Grade 11 students choosing between

Visual Arts (Painting) and Visual Arts (Sculpture) as a board subject, treating art as a genuine medium of self-expression. The wing's media strand gives students ownership of the school's own visual record: a student-run Photography Club documents school events on DSLR; a filmmaking track lets students across grades produce short films as arts-integrated learning, with Grade 11-12 students receiving specialised training via Peninsula Studios; student films and artworks have both been selected for the Footprint Film Festival in successive years. The wing also runs Andrews Ganj Times, the school's own annual newsletter, entirely student-led — students write the articles, poetry and short stories, take the photographs, produce the artwork, and design the layout themselves. Grade 6-7 students are additionally piloting AI-assisted short-story teasers as a starting point for longer, fully original student-written stories.

Under Rangayan, the school runs a structured performing arts calendar that gives students music and dance as platforms for expression and confidence, not only performance: a Western Music choir and band (Grades 9-12) trains students on drums, guitar,

electric guitar, tabla, harmonium, flute, clapbox and keyboard; regular Kathak classes run for Grades 6–8; and, separately, students received an intensive dance workshop series (January–February 2026) led by Padma Bhushan awardee Swapna Sundari, exposing them to Kuchipudi and Bharatanatyam beyond their regular classical training. Students have performed for the Korean Embassy (July and September 2026) — 25 students across Grades 10–12 performing, with 3 additional students recognised for covering the event through photography and videography, supported by the school’s own Korean-language elective (Grade 6 onward, alongside French and German) — as well as for the National Bengal Association (April 2026), and at Advitiya — the National School of Drama’s student theatre festival held alongside Bharat Rang Mahotsav — placing government-school students on national cultural platforms rarely open to them. The school also hosts an Annual Rangayan Fest, a recurring in-house showcase; in January 2026 students presented their work directly to the Director of Education, Ms Veditha Reddy.

The initiative also brings external cultural experts directly into student practice: classical dancer Sonal Mansingh (Padma Vibhushan) is currently collaborating with students on a bilingual (Hindi–English), student-authored book on her life and craft, in progress with Potli Productions and the Ministry of Culture; and writer-publisher Urvashi Butalia (Padma Shri) conducted a dedicated workshop with students. These engagements model professional practice and connect students to figures they would not otherwise access.

Impact

In 2025–26, 82 students participated in zonal-level cultural competitions, winning 38 First, 17 Second and 10 Third positions across visual arts, music, dance, theatre, poetry, sculpture and orchestra. The share of students engaged in at least one structured visual or performing arts activity rose from 76–90% in 2024–25 to over 90% in 2025–26, and the number of functional arts spaces (studio, music room, and related infrastructure) has been sustained at 5–7

across both years, supported by a stable base of 3–5 trained arts educators.

The clearest evidence of impact is in what happened to the school’s first CM SHRI-batch graduates (Class of 2026): 52 of 53 students — a 98.1% pathway rate — secured a higher-education or career pathway of their choice. Sixteen students were admitted to art institutes, including the College of Art, Jamia Millia Islamia, and DTU (B.Des), among others. Others secured admission into journalism, UI/UX design, and BA (Hons) Music, while several are pursuing further classical music training and certification through established institutions such as Prayag Sangeet Samiti and Gandharva Mahavidyalaya. Notably, five students were helped into general academic degree courses on the strength of their ECA (arts) portfolio — evidence that the arts training opened doors for students beyond arts careers as well.

Beyond participation and admissions numbers, the nature of student engagement has changed qualitatively. Students have moved from routine participation to authorship and public presentation: an in-progress book collaboration with a national cultural institution, original films and artworks selected for a national festival, a fully student-run annual newsletter, and performances for embassy and national-association audiences rather than only school assemblies. A working Western Music band now performs across seven instrument types — a capability that did not exist at this scale before the initiative. Students who lead the Photography Club now independently produce the school’s own event documentation, and senior filmmaking students train under an external studio partner rather than relying solely on in-house instruction.

These gains extend visibly beyond the arts room. The same students who train in Chitragriha and Rangayan are now the ones representing the school to embassies, cultural associations, and visiting delegations — evidence that the confidence, articulation, and professionalism built through structured arts practice transfers directly into the school’s public-facing life. Repeat selection for a national film festival across two consecutive years, rather than a single isolated

success, indicates the pipeline of student work has become consistently strong rather than dependent on one exceptional batch or project.

The recognition trail also reflects sustained rather than one-time achievement, with named events across the year rather than a single annual highlight: January (Swapna Sundari's dance workshops, and the Annual Rangayan Fest presented to the Director of Education), April (the National Bengal Association performance), and July and September (Korean Embassy performances, with 25 students performing and 3 more covering the event through photography and videography).

Sustainability, Scalability & Replicability

KalaSrijan is built into the school's regular timetable rather than run as a set of one-off events, and is staffed by dedicated visual arts, Indian music and Western music faculty — giving it structural continuity that does not depend on any single cohort, teacher, or external opportunity. External partnerships (the Kathak instructor, Peninsula Studios, the Ministry of Culture, Potli Productions) create a sustainable pipeline of professional input without requiring the school to hire a specialist for every discipline itself, keeping the model affordable within a government-school budget.

The two-wing structure — Chitragriha for visual and media arts, Rangayan for performing arts — is a simple, replicable framework that other CM SHRI or government schools can adopt using their own existing infrastructure, teacher mentorship, and local community or cultural partnerships; it does not depend on Andrews Ganj's specific arts legacy to function. Student-led components, such as the Photography Club documenting school events and senior students mentoring juniors within the music ensemble, reduce dependence on staff bandwidth and build in continuity as cohorts turn over.

A key operating lesson has been sequencing: establishing regular, in-house daily practice before layering on external partnerships and public platforms built the skill base students needed before they were

exposed nationally — a sequence other schools replicating this model should follow rather than starting with public performance. Looking ahead, the school plans to formalise a year-round arts calendar and extend the book-publishing model to a second cultural collaboration, while exploring artwork sales as a channel for both student recognition and sustained funding of arts infrastructure.

The framework is also school-type agnostic: because it separates the two wings by discipline rather than by any single signature event, a school with strengths in only one of visual or performing arts can adopt the relevant wing on its own before building toward the full model. This lowers the barrier for other CM SHRI or government schools that may have fewer existing arts resources than Andrews Ganj to begin replication in a phased, low-risk way rather than needing to launch the complete structure at once.





KHAITAN PUBLIC SCHOOL, GHAZIABAD

Category

Excellence in Visual & Performing Arts

Name of the Initiative

Kalaa Parv, Varsha Mangal (UNSDG), Miraki, Khaitanotsav & Indradhanush — KPS's flagship annual visual and performing arts festival

Description of the Initiative

Khaitan Public School has developed an Integrated Creative & Performing Arts Ecosystem that brings together visual arts, performing arts, literature, nature, heritage and experiential learning. Through initiatives including Varsha Mangal, Khaitan Art Museum, Aalap, Nai Talim, Kala Parva and MIRAKI, students are provided diverse opportunities to observe, create, collaborate, perform and connect artistic expression with life, culture and the environment.

Varsha Mangal Utsav, inspired by the rain festival formally introduced by Rabindranath Tagore at Visva Bharati in 1928, celebrates the monsoon through art and aesthetics. Over two months, students of

the Visual Arts Department engage closely with nature, understand the importance of the monsoon, develop an interest in plantation and gardening, revisit germination methods through hands-on experiences, and use art to beautify everyday objects and surroundings. The initiative also creates awareness around reusing easily available sustainable products and incorporates ritualistic practices around the plantation ceremony, culminating in a tribute to nature, in nature and with nature.

The Khaitan Art Museum serves as an interactive space for EVS and Art Integrated Learning, bringing together artefacts, sculptures, traditional crafts, natural forms and student artworks. Students explore connections between nature, culture, history, materials and human life, transforming textbook concepts into meaningful visual experiences while developing aesthetic sensitivity, environmental awareness, creativity and appreciation for India's artistic and cultural heritage.

The ecosystem also includes Aalap, a collaborative art event that brings students from other schools together with Khaitan students to promote non-competitive learning and share the joy of collaboration;

and Nai Talim, a heritage art workshop inspired by Gandhian educational philosophy, providing students opportunities for direct interaction and learning from traditional aboriginal artists. Kala Parva further extends artistic engagement to the wider school community through Art Therapy and Art Appreciation sessions with parents, alongside professional learning opportunities for art teachers.

Within Performing Arts, the school follows a holistic approach where creativity becomes a pathway for learning, expression, confidence and personal growth. Students develop not only artistic skills but also collaboration, empathy, discipline, leadership, resilience and the courage to express their individual voices. Through the arts, learning extends beyond classroom walls and connects young minds with diverse cultures, ideas and global communities.

A key expression of this approach is MIRAKI 2025, the student-led Annual Event of KPS Performing Arts and the culmination of the year-long project “Integration of Literature and Arts.” The event brought together literature, theatre, music, dance, language and life, with Kalidasa’s Shakuntala presented through a holistic and contemporary lens. Through theatre, movement, music, visual expression and storytelling, students explored themes of nature, love, duty, relationships, compassion and human values while developing an appreciation for the richness of Sanskrit and India’s cultural heritage.

MIRAKI therefore became more than an annual cultural presentation—it represented experiential learning, creativity, collaboration and holistic development, demonstrating how literature and the performing arts can come together to nurture sensitivity, imagination and deeper cultural understanding.

Impact

The Integrated Creative & Performing Arts Ecosystem has enabled students to experience the arts not as isolated activities, but as an integral part of learning, expression and holistic development. Through visual arts, theatre, music, dance, literature and heritage-based experiences, students develop observation,

creativity, collaboration, confidence, empathy, discipline, leadership and resilience.

Initiatives such as Varsha Mangal connect art with nature and sustainability, enabling students to understand the monsoon, plantation, germination and reuse of sustainable materials through hands-on artistic experiences. The Khaitan Art Museum strengthens interdisciplinary learning by transforming concepts related to EVS, culture, history and the environment into visual and experiential learning opportunities.

Through Aalap, Nai Talim and Kala Parva, artistic learning extends beyond individual classrooms to other schools, traditional artists, parents and teachers. These platforms encourage collaborative rather than competitive learning, strengthen connections with traditional and heritage arts and broaden participation in creative experiences.

MIRAKI 2025 demonstrated the depth of integration between literature and the performing arts. The presentation of Shakuntala enabled students to engage with classical literature through theatre, movement, music, visual expression and storytelling, making cultural heritage meaningful within a contemporary context. The experience nurtured sensitivity, imagination, collaboration and an understanding of the relationship between nature, human emotions, responsibilities and social duty.

The impact of this artistic ecosystem has also extended to the global stage. At IIGF 2025 in Hanoi, Vietnam, Khaitan Public School’s Performing Arts students competed alongside 300 finalists representing 12 countries, including participants from the USA, Sri Lanka, the Middle East, Australia and India. The students secured a Bronze Medal, reflecting their talent, creativity, discipline and commitment to the performing arts.

Beyond the medal, the international experience provided students an opportunity to perform on a global platform, interact with young artists from different cultures and represent India with pride. Their journey from the school stage to an international arena

reflects the confidence, resilience and global outlook that the school seeks to nurture through Creative and Performing Arts.

Overall, the initiative demonstrates how the arts can shape not only talented performers and artists but confident, compassionate and globally minded individuals, with creativity serving as a pathway for learning, expression, cultural understanding and personal growth.

Sustainability, Scalability & Replicability

Sustainability

The strength of Khaitan Public School's approach lies in the creation of an integrated arts ecosystem rather than standalone events. Recurring initiatives such as Varsha Mangal, MIRAKI, Aalap, Nai Talim, Kala Parva and the Khaitan Art Museum embed Visual and Performing Arts into the school's learning culture, connecting them with literature, EVS, nature, heritage and everyday experiences.

The ecosystem is sustained through continued student participation, teacher engagement, collaborations with traditional artists and art organisations, and opportunities for parents and the wider school community to participate in artistic experiences. Student-led platforms such as MIRAKI further strengthen ownership and continuity.

Scalability

The model allows students to engage with the arts at multiple levels—from classroom and hands-on experiences to collaborative school events and international platforms. Its integration of visual arts, performing arts, literature, environmental learning, heritage and cultural engagement enables the approach to expand across age groups, subjects and different forms of artistic expression.

Replicability

The model can be adapted by other schools because many of its core elements—art-integrated learning, student-led performances, nature-based artistic experiences, collaborative events, heritage

workshops, museum-based learning and engagement with artists and parents—can be implemented within existing school structures.

At its core, the approach demonstrates a progression from Student First to Global Community, where students are encouraged to explore, create, perform and grow, using Creative and Performing Arts to connect learning with culture, nature, communities and the wider world.





DR. KALMADI SHAMARAO HIGH SCHOOL GANESHNAGAR PUNE

Category

Excellence in Continuous Professional Development of Teachers

Name of the Initiative

Seed To Sapling (S2S)

Description of the Initiative

Dr. Kalmadi Shamarao High School, Ganeshnagar, identified a need to strengthen conceptual understanding, higher-order thinking, and student agency in Mathematics and Science through evidence from the ASSET diagnostic test and Myelin Science Tests. The results indicated gaps in students' ability to apply concepts, reason independently, and engage deeply with unfamiliar problems and scientific phenomena. Classroom observations further revealed an over-reliance on teacher-led instruction, with limited opportunities for students to question, explore, experiment, and construct their own understanding. This highlighted the need for a sustained CPD intervention that could shift teachers from content

delivery to facilitation of inquiry and student-led learning.

To address this, the school partnered with Seed2Sapling (S2S), an experiential STEM learning organization that promotes an inquiry-based pedagogical framework, as a structured CPD initiative aimed at shifting teachers from content delivery to facilitation of student-led discovery.

The programme was designed around three interlocking components: regular mentor meetings with the S2S experts for ongoing pedagogical coaching; live co-teaching sessions where mentors and teachers collaboratively deliver inquiry-driven lessons in real classrooms; and structured post-session debriefs where teacher reflections are treated as primary professional data, not afterthoughts.

This initiative stands out from routine training in its embeddedness in live practice. Teachers are not trained in isolation but supported within their own classrooms, making growth contextual and immediate. Over three years, Mathematics and Science teachers across the school have been systematically trained, building a self-sustaining culture of reflective practice.

The innovative core lies in repositioning the teacher as a co-learner, observing student inquiry, asking better questions, and continuously refining their craft through experience, mentorship, and structured reflection.

What distinguishes this initiative - it is not a single training event, but a living, evolving system of professional growth embedded in daily classroom practice. Over five years, 18 Mathematics and Science teachers have been transformed from content deliverers into inquiry facilitators — a shift evidenced in classrooms where 480 students across Grades 5 and 7 engage actively with exploration, experimentation, and mathematical reasoning. Unlike standard CPD models, this initiative is built on co-teaching, reflective debriefs, and contextual mentoring — growth happens inside real classrooms, not training rooms. Teacher reflection is treated as professional data, making every lesson a site of learning for both student and educator. Most significantly, the model has crossed a critical threshold: it is transitioning from external S2S-led support to an internally sustained, teacher-led mentoring structure. Identified mentor teachers within the school now guide new departmental colleagues, ensuring pedagogical continuity without dependency on external input. This self-sustaining architecture makes the model inherently replicable — requiring no specialist infrastructure, only trained, reflective teachers and a school culture that values inquiry that goes beyond the surface. It is a blueprint any school, regardless of resources, can adapt and own.

Impact

The initiative has successfully trained 18 Mathematics and Science teachers across the school, representing a meaningful shift in pedagogical culture rather than isolated individual improvement. Consistency of growth across all 18 teachers indicates systemic, not incidental, change.

The most significant qualitative shift observed is the move away from chalk-and-talk instruction towards experience-driven lesson design. Teachers now

routinely design hands-on activities that engage every child in the classroom — a marked departure from passive note-taking models. Science teachers facilitate live observation of phenomena, encouraging students to articulate why experiments may have failed and identify extraneous variables, building genuine depth of inquiry. Mathematics teachers have incorporated puzzles and open-ended problems that demand higher-order thinking rather than procedural recall.

Classroom observation confirms that lesson planning, questioning technique, and facilitation style have all evolved, with teachers increasingly comfortable holding space for student-led discussion and uncertainty, hallmarks of mature inquiry-based practice.

Our teachers are not mentors for other sections of Kaveri and they have presented their work on various platforms.

b. Impact on Students

The initiative directly impacts 480 students across Grades 5 and 7 — 240 per grade. Classroom observation data indicates a sustained engagement rate of approximately 70% across both grades, a notable achievement given the diversity of learners in each cohort.

Students demonstrate increased participation through active involvement in hands-on tasks, peer discussion, and hypothesis-driven experimentation. The quality of classroom discourse has visibly deepened, students are reasoning about failure, debating variables, and asking generative questions rather than seeking single correct answers.

It is acknowledged that approximately 30% of students, primarily those requiring remediation, present an ongoing engagement challenge, pointing to the next frontier for the initiative: differentiated inquiry pathways that bring all learners into the exploratory process.

Sustainability, Scalability & Replicability

1. Sustainability – From External Support to Teacher-Led Continuity

Over the past four years, the initiative has moved beyond dependence on external S2S mentors toward an internally sustained, teacher-led mentoring structure. Teachers who have built expertise through the program now mentor their departmental colleagues, ensuring inquiry-based practices continue to grow even as reliance on external support decreases. This has created a self-sustaining cycle of professional learning within the school, where knowledge is passed on internally rather than re-imported each cycle.

2. Scalability – Growing Through Existing School Structures

The model has proven scalable without requiring major additional infrastructure or resources, extending across more grades, subjects, and teachers by embedding co-teaching, reflection, and mentoring into everyday classroom practice. What began as a pilot in Grades 3, 5, and 7 has since expanded to

cover Grades 1 through 8, with teachers now applying inquiry and critical-thinking methodologies across the teaching-learning process. The model has also scaled institutionally: under Kaveri Group of Institutes, our own teachers now act as mentors and facilitators for other teachers, extending the initiative's reach beyond the original cohort while preserving its core principles of inquiry and student agency.

3. Replicability – A Simple, Adaptable Professional Learning Model

Because it does not depend on specialised infrastructure, the initiative offers a simple, replicable blueprint for other schools. Its core components — mentor support, classroom-based co-teaching, reflective debriefs, and teacher-led mentoring — have proven adaptable across different school contexts and resource levels, making the S2S model both practical and transferable. This ease of replication has allowed the model to extend into other sections of Kaveri, demonstrating that its impact is not tied to a single classroom or cohort but to a set of principles any school team can adopt and sustain.



Team CM Rise Vinoba Ratlam M.P. INDIA



SANDIPANI VIDYALAYA VINOBA RATLAM

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Cycle of Growth - A Daily Teacher- Led CPD Model. Copyright by Government of India, Integrated with Gen SAH Model, Brooding Effect Model, fragmented learning to holistic development and community engagement model.

Description of the Initiative

Sandipani Vidyalaya Vinoba, Ratlam is a government school located in an urban slum settlement, serving 577 first-generation learners, predominantly from tribal and marginalized communities. In 2021, reaching middle school was an exception in the entire neighbourhood.

The school identified a significant capability gap. There was no daily Continuous Professional Development (CPD); teachers received one-off workshops outside school that ended with a certificate. Observation meant

inspection to find faults rather than appreciation, creating fear of observation, silos and low morale. No growth data on each teacher's teaching method or each child's learning was collected, while parents and the community remained largely disconnected and were contacted mainly for complaints.

The 2021-22 baseline reflected these challenges: Class 10 pass percentage was 29%, Class 12 31%, student attendance ranged between 25-37%, and parental participation in PTMs was below 5%. Students often chose the street over the classroom, while teaching remained fragmented into subjects, chapters and examinations.

The Cycle of Growth was conceptualized in May 2022 to address these challenges. Its initial version brought a turnaround, while its mature and institutionalized version was implemented from 2024 to 2026 as a daily culture, built around six mechanisms.

Huddle Space - Daily PLC: Every day, 20-30 minutes of protected time after school is non-negotiable. During 2024-26, more than 400 capsule trainings were conducted on school culture, classroom practices, behaviour management and translation of

NEP 2020 into practice. Teachers displayed self-made posters, led discussions and facilitated team-building activities, establishing CPD as a continuous school strategy led by the 30 teachers of Team Vinoba, rather than an occasional event.

Classroom Walkthroughs & Feedback Loop: Non-evaluative daily observations focus on strengths rather than faults. During 2024-26, more than 400 walkthroughs of 40 minutes each were conducted, collecting growth data on teachers' teaching methods and children's daily learning. Appreciation is always public—in Huddle Space, morning assembly, WhatsApp groups and community festivals—while constructive feedback is private, one-on-one and provided the same day. This approach helped build psychological safety.

Reward & Recognition: Teacher appreciation begins with peer nominations through Google Forms, followed by SLT observations based on evidence. The process evolved to include copy checking, team building, class test results and discipline in addition to classroom delivery. Teachers are honoured quarterly by the SMC in public functions, strengthening ownership and motivation.

Data Trackers L1-L2-L3: Individual growth plans are maintained for every student through custom trackers designed and refined by teachers during 2024-26. Academic, behavioural and attendance data are used to trigger additional support, including calling students from home and conducting extra classes, including on Sundays.

The Cycle of Growth was further strengthened in 2024-26 through the Brooding Effect Model, designed to collect individual growth data to develop teaching methods and foster reading; the Gen SAH Model – Self-Awareness, Assertiveness and Harmony; and the Knowledge Integration Model – From Fragmented to Holistic Understanding. Gen SAH was informed by a survey of 150 students in 2025-26, while Knowledge Integration was implemented with 7 teachers and 250 students through quizzes, role-play and interdisciplinary learning.

The school also strengthened its STEM & Global Learning Loop, making the last two periods more vibrant through robotics in a shared Biology, Physics and Chemistry laboratory. Academic dialogues have progressively evolved since 2022; in 2024-26, 29 staff members studied five World's Best Schools, presented by five teachers, alongside growing engagement with AI tools and other emerging practices.

Impact

The Cycle of Growth progressed from being recognised as the World's Best School Prizes 2024 Innovation Winner to demonstrating sustained impact in teacher capability, student achievement, attendance and community engagement.

Academic outcomes transformed from the 2021-22 baseline of 29% in Class 10 and 31% in Class 12 to 100% results in 2024-25. Class 10 recorded 48/48 students passing, with 98% securing First Division, while Class 12 achieved 100% First Division. In 2025-26, this was sustained with 98.24% in Class 10 and 98.46% in Class 12, demonstrating that improvement had become a culture rather than a one-time spike.

The equity impact was equally significant. Under the Madhya Pradesh Government's Laptop Scheme for students scoring 75% and above, eligible students increased from zero before CPD to 11 in 2024-25 and 23 in 2025-26, enabling first-generation learners from slum and tribal communities to cross the 75% benchmark.

Teacher capability is now embedded into the system through daily Huddles, classroom walkthroughs, same-day feedback, Teacher of the Month and public recognition. The model's wider relevance is reflected in 45 schools visiting between April 2024 and March 2026 to understand and adopt its practices. Student attendance increased from 25-37% to 85-90%, while parental involvement grew from below 5% to 85-90% in PTMs, reaching 100% in some classes, supported through WhatsApp, Sunday online PTMs, community classes and continuous parental engagement.

The transformation extended beyond academics. Sports participation grew from almost none to 103 District, 64 Division, 7 State and 2 National-level participations. AI tools were introduced through capsule sessions, while health was integrated into Project-Based Learning through community surveys and health camps organised with PHC support. Despite a shared laboratory, no dedicated library and limited space, the school introduced a library on wheels and practical kits for each class.

Sustainability, Scalability & Replicability

Sustainability: The Cycle of Growth is a zero-cost model using existing school time, NCERT curriculum and staff rather than depending on external funds, infrastructure or consultants. Daily Huddles, morning meetings, SEL activities, classroom walkthroughs, feedback diaries, L1-L2-L3 trackers, public appreciation, private feedback and Teacher of the Month are embedded into routine school systems.

The \$10,000 World's Best School Prize money was invested in a Learning and Development Lab, while ISO 9001:2015 certification, Lighthouse School status under CM Rise and distributed leadership across 30 teachers of Team Vinoba strengthen institutional continuity.

Scalability: The model has scaled with enrolment while maintaining approximately 98-100% results. It has expanded vertically across school stages and horizontally into robotics, Gen SAH, Knowledge Integration and AI tools, demonstrating its ability to evolve without diluting outcomes.

Replicability: The model relies on easily adaptable practices—Huddle Spaces, classroom walkthroughs, one-on-one feedback, Teacher of the Month, L1-L2-L3 trackers, community as a learning resource, mobile libraries and practical kits—making it suitable even for resource-constrained schools.

10 schools in Ratlam have adopted the community-as-a-learning-resource approach; practices are being implemented in 25+ schools in Dhar; and the Madhya Pradesh Education Department's Sandipani Cell has disseminated the initiatives to 264 Sandipani schools,

with more than 30 in regular contact. The school has also trained 100+ teachers from Dhar at the DIET centre.

Aligned with NEP 2020, the Cycle of Growth demonstrates how continuous professional development, a culture of appreciation, distributed leadership, community trust and holistic learning can transform and sustain a government school ecosystem.





DBRA CM SHRI SCHOOL, SECTOR-10, DWARKA

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Digital First CM SHRI: Building a Future-Ready Learning Ecosystem

Description of the Initiative

DBRA CM SHRI School, Sector-10, Dwarka is a CBSE-affiliated Government school that has undertaken a whole-institution digital transformation through its Digital First CM SHRI initiative, implemented between April 2024 and March 2026. Every classroom is equipped with an interactive panel, and the school has built an integrated digital ecosystem spanning teaching, learning, assessment, governance and stakeholder engagement, aligned with the National Education Policy 2020.

The initiative was implemented in five structured phases. Phase I focused on infrastructure, installing interactive panels and strengthening connectivity

across the campus (April-June 2024). Phase II built teacher readiness through structured training in Microsoft 365, Google Workspace, DIKSHA, Canva and AI-assisted lesson planning (July-September 2024). Phase III integrated technology into daily classroom practice through digital lessons, blended learning and online assessments (October 2024-March 2025). Phase IV introduced digital governance, migrating attendance, academic records, report cards and parent communication to the Edudel Management Information System (April-September 2025). Phase V embedded sustainability through Professional Learning Communities, classroom observation and peer mentoring (October 2025-March 2026).

Today, all 50 teachers integrate digital tools into daily instruction, and all 629 students participate in digital learning activities, including collaborative projects, formative assessments, quizzes and digital portfolios. Recognising that technology alone cannot transform education, the school has invested heavily in teacher capacity building, cyber-safety awareness, ethical AI usage and data-privacy protocols, with classroom observation and mentoring ensuring digital tools enhance pedagogy rather than replace teaching.

What distinguishes Digital First CM SHRI from routine ICT adoption is that it treats digital transformation as an educational reform strategy rather than a technology deployment exercise. Every intervention is aligned with NEP 2020, NCF recommendations and CBSE competency-based education, and is built around four interconnected pillars: pedagogical transformation, capacity building, digital governance, and responsible digital citizenship. Accessibility, cyber safety, data privacy and ethical AI use are embedded into the design rather than added afterward — through Cyber Safety Week sessions, digital-citizenship awareness programmes, Edudel MIS-based data governance, and training in ethical AI-assisted lesson planning. The initiative has turned a single school's technology rollout into an institutional culture of innovation, collaboration, transparency and continuous improvement.

Impact

The Digital First CM SHRI initiative has delivered measurable improvements across teaching, learning, assessment and school operations.

In teaching and learning, 100% of the school's 50 teachers now regularly integrate digital tools into classroom instruction, up from over 80% at the start of the 2024–25 academic year. Every teacher completes more than 50 hours of structured digital professional development annually, and competency-based lesson planning is now standard practice across departments. Interactive panels have transformed classrooms into collaborative spaces that encourage inquiry, critical thinking and creativity, while AI-assisted lesson planning has reduced teacher preparation time without compromising instructional quality.

Student engagement has reached full participation: all 629 students now take part in digital learning activities, compared with over 80% previously, through quizzes, collaborative presentations, digital portfolios and project-based learning. Teachers report improved attendance during technology-enabled sessions and greater student confidence in research, digital communication and collaborative problem-solving.

Digital assessment practices have also strengthened, moving from 51–70% adoption to over 70%, with formative assessments routinely conducted through Microsoft Forms and Google Forms. Immediate feedback from these platforms enables timely remediation, and the resulting data supports differentiated instruction and personalised learning pathways.

On the operations side, the Edudel MIS has streamlined attendance, report-card generation, academic-record keeping and parent communication, reducing dependence on paper-based documentation and enabling faster, more transparent decision-making by school leadership. Cyber-safety training has reached 100% of staff, up from over 85% at baseline, supported by Cyber Safety Week sessions, digital-citizenship awareness programmes and data-privacy orientation records that provide a documented compliance trail.

Taken together, these outcomes show that the initiative has strengthened institutional efficiency, learner engagement and instructional quality while embedding digital transformation, cyber safety and responsible technology use as sustainable, evidence-backed organisational practice rather than a one-time technology upgrade. These results are backed by documented evidence, including Cyber Safety Week reports, digital-citizenship session records and data-privacy orientation certificates, which together validate the initiative's compliance and responsible-technology outcomes.

Sustainability, Scalability & Replicability

Digital First CM SHRI is designed to be sustainable, scalable and replicable well beyond its formal implementation window of April 2024 to March 2026.

Sustainability is built into Phase V of the initiative through Professional Learning Communities, regular classroom observation and structured peer mentoring, ensuring that digital practices continue to be reviewed, refined and reinforced rather than left to lapse once initial training ends. Because the ecosystem is built on government-supported and freely available platforms — DIKSHA, CBSE digital resources, Microsoft 365,

Google Workspace, Canva and the Edudel MIS — rather than expensive proprietary systems, it does not depend on recurring licensing budgets that many government schools cannot sustain, making long-term continuation realistic even under constrained resources.

The model is highly scalable within the school itself: it already covers all 629 students and all 50 teachers across every classroom, and its five-phase structure — infrastructure, capacity building, classroom integration, digital governance, and sustainability — can be extended to accommodate future enrolment growth or additional digital tools without requiring a redesign of the underlying approach.

Replicability across other institutions is a deliberate design goal rather than an incidental benefit. Because the initiative depends primarily on leadership commitment, structured teacher training and consistent monitoring rather than costly infrastructure beyond standard interactive panels, it offers a practical template for other government and resource-constrained schools pursuing similar digital transformation goals under NEP 2020. The four-pillar framework — pedagogical transformation, capacity building, digital governance and responsible digital citizenship — provides a clear, sequenced roadmap that other schools can adapt to their own context and pace.

The school's continued institutional commitment — reflected in ongoing capacity-building certifications, cyber-safety and data-privacy orientation programmes, and sustained use of the Edudel MIS for transparent governance — demonstrates that this is embedded institutional culture rather than a one-time project. Supporting evidence, including training certificates, classroom documentation, MIS dashboards and compliance records, will continue to be maintained and expanded, providing an audit trail that reinforces both the credibility and the long-term durability of the initiative.





ST.KABIR SCHOOL

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

The Anveshak initiative

Description of the Initiative

The school's digital transformation ecosystem is anchored by two student-led, cutting-edge initiatives: Anveshak, a patentable autonomous robotics system, and MindWell Hub, an AI-powered preventive mental wellness platform. Together, these projects showcase the seamless integration of advanced digital tools, engineering design, computational thinking, and human-centric problem-solving into daily experiential learning. Developed to overcome the severe limitations of traditional maze-solving robots—such as repetitive path traversal, dead-end inefficiency, and reliance on predefined maps—Anveshak is a deterministic, memory-based autonomous system. Built on a hybrid control architecture using a Raspberry Pi 3 B+ for

high-level processing and computer vision alongside an Arduino Mega for low-level motor control, the differential-drive robot utilizes an L298N motor driver.

Environmental perception is managed through four ultrasonic sensors, two infrared alignment sensors, and a Raspberry Pi Camera Module v2. The system functions across a structured dual-phase framework:

- Phase 1 (Exploration): The robot autonomously navigates unexplored environments, detecting junction nodes, managing controlled backtracking from dead-ends, logging traversal history, and identifying visual penalty zones.
- Phase 2 (Optimization): Utilizing a structured node-based memory architecture, serial communication, and forward-priority logic, the platform analyzes stored node data, eliminates redundant loops, reconstructs the shortest valid route, and executes the optimized path.

Parallely, MindWell Hub was developed to combat rising youth stress, emotional challenges, and social stigma by offering a centralized, preventive digital mental health ecosystem. Student innovators

designed a comprehensive, multi-layered platform providing:

- **AI-Powered Wellbeing Support:** Features an AI Mood Tracker, the interactive MindWell AI Chatbot, and personalized coping recommendations.
- **Interactive Reflection & Stress Management:** Offers stress-buster games, AI-generated relaxation music, audio resources, digital journaling (Write Your Thoughts), and mindfulness tools (Pose Buddy).
- **Immersive & Inclusive Learning:** Combines AR/VR relaxation experiences, a wellness e-library, and multilingual accessibility focused on preventive self-care rather than clinical diagnosis.

By combining hardware engineering with software innovation, both projects demonstrate how technology-driven education empowers students to solve complex engineering and social challenges effectively. [342 words]

Impact

Measurable Impact and Institutional Transformation

The dual implementation of Anveshak and MindWell Hub has fundamentally transformed our institution's teaching-learning methodologies, student engagement strategies, and assessment frameworks. By bridging advanced hardware engineering with human-centric software applications, these student-led initiatives have established a blueprint for meaningful digital adoption and experiential learning.

- **Pedagogical Evolution & Advanced STEM Adoption**

The execution of these projects marked a decisive shift from traditional, theoretical instruction to an immersive, hands-on STEM ecosystem. Students actively engaged in computer vision, sensor integration, embedded systems programming, algorithm design, and modern cloud-based web development.

Concurrently, institutional assessment practices evolved from standard rote evaluations toward

project- and competency-based models. Under this new paradigm, academic performance is measured through functional hardware prototypes, real-world algorithm efficiency, user-centric application designs, and peer-reviewed technical presentations.

- **Measurable Technical Outcomes**

Both platforms achieved significant technical milestones that validate their real-world efficacy:

- **Anveshak (Autonomous Robotics Platform):** Successfully demonstrated full autonomous navigation in unexplored environments. Using a dual-phase memory framework, the system proved its capability to perform real-time obstacle and penalty-zone detection, systematically log junction node histories, execute controlled backtracking, and automatically reconstruct optimized, loop-free shortest paths.

- **MindWell Hub (AI Mental Wellness Platform):** Engineered a comprehensive, centralized preventive support ecosystem. By integrating AI mood tracking, conversational chatbots, AI-composed relaxation audio, digital journaling, and AR/VR immersive environments, the platform significantly increased student interaction with mental health resources while normalizing digital self-care across four languages.

- **Scale of External Impact & National Recognition**

The high technical standards and societal relevance of these initiatives have earned widespread recognition across prestigious national innovation platforms:

- **Intellectual Property & Research:** Anveshak generated a patentable autonomous system framework, providing participating students with direct exposure to intellectual property creation and formal engineering research methodologies.
- **Robofest 5.0 State Championship:** The school's engineering innovation secured 1st position in this state-level competition, earning a cash award of ₹5 Lakh.
- **WAAH Science Laureate Honors:** The team's technical excellence was recognized with consecutive WAAH Science Laureate honors (2025–26).

- National Entrepreneurship & Innovation Recognition: MindWell Hub achieved elite national positioning through multiple competitive selection rounds:
- Selected among the Top 100 Teams in India in the national Tinkerpreneurship Competition.
- Shortlisted for the exclusive Tinkerpreneur 2025 Masterclass.
- Qualified as a national finalist for the BigBang 2026 Grand Finale.

Together, these achievements demonstrate how student-led, technology-driven initiatives can scale from classroom concepts into nationally recognized, impactful innovations that elevate an entire school's academic culture.

Sustainability, Scalability & Replicability

The architectural, technical, and operational design of both Anveshak and MindWell Hub ensures long-term institutional viability, seamless technical expansion, and high replicability across diverse educational landscapes.

Institutional Sustainability & Long-Term Viability

Rather than existing as isolated competition entries, both projects are deeply institutionalized into St. Kabir School's daily academic and co-curricular ecosystem. They serve as foundational core modules within the Atal Tinkering Lab (ATL), school robotics clubs, and digital innovation programs:

- Cohort Continuity & Peer Mentorship: Seniors who conceptualized and engineered the initial prototypes act as peer mentors for junior student teams (Std. 9-12), transferring technical knowledge, code repositories, and hardware schematics to ensure continuous system upgrades.
- Faculty Upskilling & Capacity Building: Teachers undergo regular training in embedded systems programming, computer vision algorithms, AI prompt engineering, and cloud infrastructure management. This continuous professional development ensures faculty can guide future

student cohorts without reliance on external technical vendors.

- Resource Optimization: Hardware components and software modules are maintained within the ATL, ensuring ongoing operational support with minimal recurring financial investment.

Scalability Across Technical and Social Domains

Both platforms feature modular, flexible architectures engineered for multi-domain expansion:

- Anveshak (Autonomous Robotics System): Built on a deterministic forward-priority navigation logic, a node-based memory architecture, and a hybrid Raspberry Pi 3 B+ / Arduino Mega control framework.

This modular core can scale beyond simple maze navigation into industrial automation, warehouse logistics, agricultural survey rovers, and search-and-rescue robotics operating in unknown or GPS-denied environments.

- MindWell Hub (AI Mental Wellness Ecosystem): Architected on cloud-based web frameworks with modular API integrations. The platform can effortlessly scale to accommodate additional regional languages, deeper AI-driven predictive mood analytics, expanded AR/VR stress-relief environments, and integration across multi-school networks and educational boards.

Replicability Across Educational Institutions

A primary objective of both initiatives was to establish accessible, open-source benchmarks that other schools can easily replicate without requiring prohibitive capital outlays:

- Cost-Effective Hardware Stack: Anveshak utilizes off-the-shelf, open-source components—including Raspberry Pi, Arduino Mega, standard L298N drivers, ultrasonic sensors, and camera modules—ensuring that any school with a basic tinkering laboratory can duplicate the hardware ecosystem.
- Open Software Architecture: MindWell Hub relies on standardized web technologies, accessible AI

APIs, and scalable media modules, offering a practical blueprint for educational institutions seeking to build human-centric, technology-enabled social innovations.

By combining low-cost, open-source infrastructure with structured peer mentorship, these initiatives demonstrate a sustainable model for institutional digital transformation.



**SPECIAL JURY
RECOGNITION
CASE STUDIES**



LILAWATI VIDYA MANDIR SR. SEC. SCHOOL, SHAKTI NAGAR

Category

Excellence in executing Sustainable Development Goals : Excellence in Climate Action – SDG 13

Name of the Initiative

Innovation for Sustainable Living: Student -Led SDG Action Programme

Description of the Initiative

Initiative Concept

Innovation for Sustainable Living: Student-Led SDG Action Programme is a school-wide initiative designed to transform Sustainable Development Goals (SDGs) from textbook concepts into opportunities for real-world learning, innovation and action. With SDG 13 – Climate Action as its primary focus, the programme integrates related goals such as SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).

Rationale and Objectives

The initiative was conceived to provide students with meaningful opportunities to identify sustainability challenges in their surroundings and develop practical, context-responsive solutions. It aims to nurture a mindset in which students view environmental challenges not merely as issues to be discussed, but as problems that can be understood, investigated and addressed through innovation.

Methodology Adopted

The programme follows a structured, experiential approach: Identify → Ideate → Prototype → Test → Improve → Implement → Share. Students begin by observing and identifying real-life environmental and community challenges. They then research possible solutions, generate ideas, develop prototypes, test their feasibility, refine their designs and explore possibilities for implementation and dissemination.

Learning and Innovation Ecosystem

The initiative is supported by the school's Atal Tinkering Lab (ATL), Makerspace, Biolab and School Innovation Council, which provide spaces, tools and mentoring for experimentation and

interdisciplinary learning. The programme is integrated with exhibitions, campaigns, workshops, demonstrations and outreach activities, creating multiple platforms for students to explore sustainability through hands-on experiences.

Stakeholder Involvement

The initiative adopts a collaborative, whole-school approach involving students, teachers, school leadership, technical mentors, parents and the wider community. Teachers facilitate and mentor the learning process, while students take ownership of identifying challenges, developing ideas and working on solutions. The involvement of different stakeholders provides opportunities for interdisciplinary collaboration, guidance, resource support and community-oriented engagement.

Areas of Student Innovation

Students work on diverse sustainability challenges related to air quality, water conservation, wastewater reuse, renewable energy, waste management, biodiversity and sustainable urban living. Their prototypes and concepts include HomeShield, PranaVayu, AQUA HYDRIX – Grey to Green, Smart Bio Reactor, Robocrow, Bottle Bloom Tower, and a cow-dung cake making device, among other student-led solutions.

Distinctive Features

The initiative places students at the centre of the sustainability process. It combines SDG-based learning, design thinking, scientific inquiry, innovation and experiential education, making sustainability an integral part of everyday learning and problem-solving.

Impact

Scale of Participation

The Innovation for Sustainable Living: Student-Led SDG Action Programme has engaged more than 1500 students in structured SDG-focused learning, innovation and action. Students have participated in hands-on activities through the ATL, Makerspace,

Biolab, School Innovation Council, exhibitions, workshops, campaigns and innovation competitions, providing sustained opportunities to apply classroom learning to real-world sustainability challenges.

Evidence of Student Innovation

The programme has resulted in a portfolio of student-led solutions addressing air pollution, water conservation, wastewater reuse, sustainable agriculture, biodiversity, renewable energy and responsible resource use. These include HomeShield, PranaVayu, AQUA HYDRIX – Grey to Green, Smart Bio Reactor, Robocrow and Bottle Bloom Tower, demonstrating the translation of identified problems into prototypes and solution concepts. HomeShield, an affordable water-based indoor air-purification concept, achieved a Top 3 position nationally at Youth Ideathon 2024, providing external validation of the quality and relevance of student innovation. PranaVayu has progressed beyond the school innovation stage through extensive research and mentoring with ThinkStartup and IIT Delhi. A patent application (No. 202511049713) has been filed, and the project is progressing towards startup development. The PranaVayu team was also invited to showcase the innovation to Hon'ble Minister for Environment, Government of Delhi, Shri Manjinder Singh Sirsa, providing a significant external platform for student innovation.

Evidence of Applied Learning

The projects demonstrate a progression from problem identification to research, prototyping, testing and refinement. Students have worked with different materials, technologies and scientific approaches to develop solutions for locally relevant environmental challenges. For example, wastewater-related projects connect water conservation with responsible resource use, while air-purification projects address indoor air quality through alternative filtration approaches.

Skills and Competencies Developed

Evidence from the programme's exhibitions, competitions, prototype development and student presentations demonstrates the application of

scientific inquiry, design thinking, problemsolving, collaboration, communication and entrepreneurial thinking. Students have had repeated opportunities to explain their ideas, respond to feedback, modify prototypes and present solutions to audiences beyond the classroom.

Institutional and Long-Term Impact

The initiative has embedded sustainability and innovation within the school's regular learning ecosystem rather than treating them as one-time activities. The continued use of the ATL, Makerspace, Biolab and School Innovation Council, along with recurring innovation and SDG activities, provides an institutional framework for sustained student participation. The resulting portfolio of prototypes, external recognitions, patent application and expert engagement provides tangible evidence that students are progressing from awareness to action, and from ideas to innovation.

Sustainability, Scalability & Replicability

Institutional Sustainability

The Innovation for Sustainable Living: Student-Led SDG Action Programme is embedded within the school's existing academic and innovation ecosystem rather than operating as a standalone project. Sustainability themes are integrated through Science and Social Science learning, Art Integration, ATL, Makerspace, Biolab, School Innovation Council activities, exhibitions and student-led campaigns. This institutional integration enables the programme to continue across academic sessions and student cohorts.

Resource-Efficient Model

The programme follows a low-cost, resource-conscious approach, encouraging students to use locally available, reusable and waste materials wherever appropriate for experimentation and prototyping. This reduces dependence on specialised or expensive resources and allows sustainability-based innovation to be undertaken using infrastructure and materials that are already available within a school.

Scalable Framework

The programme is built around a repeatable action cycle: Identify → Ideate → Prototype → Test → Improve → Implement → Share. Since the framework is process-based rather than projectspecific, it can be applied to diverse SDG challenges, including water conservation, waste management, air pollution, clean energy, biodiversity, sustainable agriculture and responsible consumption. The model is scalable across students, grades and academic sessions. New students can participate each year, while existing prototypes and documentation can serve as starting points for further investigation. Older students can also mentor younger learners, enabling peer-to-peer knowledge transfer and continuity.

Replicability Across Schools

Its replicability lies in the methodology, enabling each school to identify challenges relevant to its own geographical, social and environmental context. Schools with ATL or Makerspace facilities can use them for prototyping, while schools with limited infrastructure can adapt the same process using science laboratories, classrooms and locally available materials.

Knowledge Sharing and Expansion

Prototypes, project documentation, demonstrations, exhibitions and student presentations create a reusable knowledge base for subsequent cohorts. The model can further scale through inter-school collaborations, workshops, exhibitions, community outreach and partnerships with innovation and sustainability organisations. Promising student ideas can be connected with competitions, mentoring, incubation and wider innovation ecosystems.

Self-Renewing Model

The programme creates a continuous cycle of learning → problem identification → innovation → testing → sharing → peer learning. Its sustainability therefore comes not from a single activity, but from a structure that can be renewed with every student cohort. By embedding

SDG action within everyday learning and innovation, the initiative provides a practical and adaptable model through which schools can build a sustained culture of student-led sustainability.





DLF PUBLIC SCHOOL

Category

Excellence in Experiential Learning

Name of the Initiative

PRAXIS (Turning Theory into Practice)

Description of the Initiative

Project PRAXIS was developed by DLF Public School to address a critical challenge: experiential learning opportunities existed across the school, but they needed a more coherent developmental structure so that every learner could experience a purposeful progression from exploration to application leading to impact. PRAXIS is a K-12 experiential learning framework built around three developmental tiers: Foundation | Classes I-V - Wonder, Observe, Create: Learners build curiosity through play, storytelling, nature walks, heritage visits, art-integrated learning and hands-on exploration.

- Application | Classes VI-VIII - Investigate, Collaborate, Reflect, Apply: Learners undertake interdisciplinary projects, biodiversity and forest studies, journalism

internship, community investigations and service-learning.

- Innovation | Classes IX-XII - Research, Prototype, Impact: Learners undertake research, internships, entrepreneurship, innovation challenges, global competitions and authentic problem-solving.

Across all three tiers, we ensure that an experience does not end with an activity; students investigate, create, act upon their understanding, reflect on outcomes and communicate what they have learnt.

Implementation is embedded within curriculum mapping, structured lesson planning and the academic calendar, supported by continuous teacher capacity-building. Principal-led training uses hands-on activities, interdisciplinary challenges, reflection circles and real-life problem-solving so that teachers experience the pedagogy before facilitating it. Teachers subsequently share practices and observe peers.

Assessment moves beyond written tests to products, performance tasks, success criteria, peer/self-assessment, exit tickets, reflection protocols and

teacher observation. Every experience culminates in structured reflection, helping learners convert experience into understanding and informed action.

Today, PRAXIS operates as a school-wide pedagogy across 100% of learners and 22+ disciplines, with students engaging as researchers, creators, collaborators and changemakers.

Impact

PRAXIS has transformed experiential learning from individual activities into a measurable, school-wide learning journey. 100% of students from Classes I-XII participate annually, with experiential approaches embedded across 22+ disciplines and implemented by 85+ teachers.

Holistic Student Learning - Students increasingly approach learning through questioning, investigation, collaboration and reflection rather than passive reception of information. The depth of experiential learning is reflected in students' ability to identify problems, investigate their causes and design solutions. 480+ senior students have experienced universities, research institutions, industry, and professional environments through internships—encountering the real world even before they step into it professionally. The richer learning environment has been accompanied by exceptional academic outcomes—the school has consistently recorded a 100% Board result in class X and XII, produced Class X District Toppers in two consecutive academic sessions (499/500 in 25-26, 498/500 in 24-25), achieved its highest-ever school average of 89%, and recorded a remarkable 53 perfect 100s across subjects in Class X. The evidence suggests that experiential learning and academic rigour are not competing priorities; when students learn by questioning, applying and creating, deeper engagement can translate into stronger academic performance.

The contribution of 90+ students to 35+ NCERT educational videos on topics as diverse as Importance of Hardwork, Shapes, Law of motion, Chandrayan etc. is one such example where students moved from being consumers of educational content to creators of

knowledge. The experiential learning also encourages learners to move beyond awareness towards empathy, often prompting questions such as, “How does this affect others?” and “What would I do in their place?” Student-led innovations demonstrate deeper inquiry, application and problem-solving.

On Teachers - Experiential learning has reshaped pedagogy. Teachers increasingly function as facilitators, mentors and designers of inquiry, creating opportunities for students to investigate, collaborate, create and reflect. Capacity-building, structured lesson planning, authentic assessment, peer sharing and reflection protocols have strengthened teacher agency and expanded the repertoire of teaching-learning practices. **School as a Whole** - It has changed the way the school plans and delivers learning: curriculum mapping, experiential lesson design, interdisciplinary projects, authentic assessment, reflection and peer learning have become part of the academic ecosystem. The school's ecosystem has also expanded beyond the classroom. Universities, research institutions, industry, community organizations, parents and local residents increasingly become partners in learning, creating authentic contexts in which students investigate and apply what they learn.

Sustainability, Scalability & Replicability

The sustainability of PRAXIS lies in the fact that it has been designed as a system rather than a programme dependent on individual events or teachers. Experiential learning is embedded into curriculum mapping, structured lesson planning and the academic calendar, ensuring continuity across academic years and grade levels.

The model has already demonstrated scalability: PRAXIS now reaches 100% of K-12 learners, 22+ disciplines and 85+ teachers, while generating diverse experiences ranging from classroom inquiry to community transformation, entrepreneurship, internships and research.

Its replicability is its strongest feature. PRAXIS does not depend on expensive infrastructure. In fact, A local neighbourhood, a neglected space, a school

garden, a biodiversity trail, a community concern or a real-world question can become a learning laboratory.

The model can therefore be adapted across grades, subjects and contexts while retaining its core architecture:

Map the curriculum → Design an authentic experience
→ Enable student agency → Act and create → Reflect
→ Capture evidence → Share and improve.

The school has also demonstrated wider adoption of the approach through replication in DLF World School.

Learning and continuous improvement

An important learning from implementation has been the need to ensure that experiential learning does not stop at participation. The emphasis has therefore progressively shifted towards reflection, evidence of learning and informed action—helping teachers and learners





GHSS JAKH

Category

Excellence in Experiential Learning

Name of the Initiative

Building School Culture through Houses, Clubs and Exposure-Based Learning

Description of the Initiative

GHSS Jakh is a government Higher Secondary School (Grades 9–12) in Samba, J&K, serving 350+ students, with 47–48% from SC/ST/OBC backgrounds and a majority of first-generation learners in a semi-rural setting. At baseline (2021–22), the school had a passive, rote-based classroom culture: students could reproduce answers but lacked the ability to think, do, or create independently, and subjects had no connection to lived experience or real-world application. Activities/events stood at just 5, external competition participation at 0, and there was no innovation project pipeline.

In response, the school adopted a whole-school experiential learning model aligned with NEP

2020 and NCF SE 2023, repositioning teachers as facilitators and classrooms as inquiry-driven, active spaces. The initiative rests on three enablers built over four years: (1) four Houses, creating year-round, ownership-driven participation for every student and converting engagement from voluntary to automatic; (2) subject-linked Clubs — Astronomy, Eco, and Innovation — extending learning into fieldwork and prototyping; and (3) Community Connect, including ISRO exposure visits, Khadi Gramudyog Centre vocational internships, and composting and plantation drives.

Experiential learning is embedded within every subject rather than treated as an add-on: in Science, students built a Waves TLM from waste materials and conducted outdoor plant-study sessions; in Mathematics, students measured school premises to learn real-life area and perimeter; in English/Hindi, debate, declamation, role play, and storytelling built expression and confidence; in Social Science, live map work and current-affairs discussion connected classroom learning to the world outside. Four clear objectives guided the work: embedding experiential

methods into every subject and grade; building Houses and Clubs as self-sustaining, student-led mechanisms requiring no external budget; providing genuine theory-to-practice exposure through fieldwork, internships, and national platforms; and measurably improving academic outcomes and student confidence alongside experiential skill-building.

The result is a whole-school transformation, not a one-off project: activities grew from 5 to a peak of 33 (Year 3), external competition participation rose from 0 to a peak of 97 (sustained at 59 in 2025–26), and Class X and Class XII board pass percentages improved from 72.58% to 93% and from 76.69% to 92% respectively.

Impact

By 2025–26 (Year 4), GHSS Jakh's academic outcomes had improved substantially: Class X board pass percentage rose to 93% (up from a baseline of 72.58%, a gain of +20.42 percentage points) and Class XII rose to 92% (up from 76.69%, +15.31 percentage points) — both above the state average, reflecting deeper conceptual understanding built through experiential learning.

Participation and recognition grew alongside academics: 59 students took part in external competitions in 2025–26 (up from 0 at baseline, peaking at 97 in Year 3); 21 events/activities were conducted; 6 student awards were won; and Teacher/Principal awards grew cumulatively from 0 to 6 over four years. The Innovation Club completed 4 projects in 2025–26, with students presenting at national platforms including INSPIRE MANAK, Toycathon, ISRO YUVIKA, and the YCL Grand Exhibition — reaching state and national audiences from a government school with zero external budget.

Real-world exposure translated into tangible opportunity: students undertook ISRO Centre visits and a 5-day vocational internship at Khadi India, Gandhi Sewa Dham; digital literacy among Class 9 students reached 76% (up from 0% at baseline); and community composting pits and plantation drives

extended learning beyond the classroom. Beyond academics, students secured 2 NMMS Scholarships nationally, and the school won 1st place in Netball and 2nd place in Wrestling at the state level, showing that experiential learning also strengthens life skills, confidence, and physical development.

Equity sits at the core of this impact: 47–48% of students are from SC/ST/OBC backgrounds, and girls hold 50% of all student leadership positions every year. Parent engagement also rose sharply, with PTM attendance reaching 64% (up from not measured at baseline), reflecting growing family confidence in the school's approach. Teachers, too, were recognised for their role as facilitators, including a Best Teachers' Award 2026 from the J&K Education Minister and an Innovation Kit awarded by the J&K Chief Minister's office in recognition of Innovation Club projects.

Sustainability, Scalability & Replicability

The model is structurally, not project-based, sustainable: the House System and subject-linked Clubs run entirely through existing school infrastructure, requiring no external funding, no new staff, and no special facilities. Having operated consistently for four years with growing outcomes, the model has already proven its self-sustaining nature. Experiential methods — Activity-Based Learning, student-made Teaching-Learning Materials (TLMs), peer teaching, and outdoor learning — are now embedded in teachers' everyday lesson plans, meaning the initiative is not a project that concludes but the ongoing, daily way teaching happens at GHSS Jakh.

Key implementation challenges were resolved without added cost: resource constraints were addressed through zero-cost, waste-material TLMs and community donations of materials and cash; curriculum time pressure was managed by integrating activities within existing class hours rather than adding new periods; and teacher capacity was built through ongoing NEP-aligned training and collaborative lesson planning.

The model's replicability is its core strength. It depends

only on elements any government school already has or can access at no cost: waste materials for TLMs, the local environment (school grounds, parks, the community) as an extended classroom, a Houses-and-Clubs structure as the built-in participation engine, and community partnerships (Khadi centres, ISRO, local NGOs) for real-world exposure. Because it is fully aligned with NEP 2020 and NCF SE 2023, any government school with willing teachers could adopt this model within a single academic year, with no policy barrier to entry.

Looking ahead, GHSS Jakh plans to scale further by extending Innovation Club membership to all grades, developing a student portfolio system to document individual learning journeys, adding two new vocational internship partners, and formally documenting and sharing the model with the J&K Education Department for cluster-wide adoption — turning one school's transformation into a replicable blueprint for government schools across the region.





GOVERNMENT HIGH SCHOOL (GHS) BHAJNOWA

Category

Excellence in Experiential Learning

Name of the Initiative

Integrated Experiential & STEM Learning Framework

Description of the Initiative

GHS Bhajnowa is a co-educational government school in a border district of Nowshera Rajouri, serving Classes I to X. The initiative was led by Disha Devi (M.Sc., B.Ed.) under the guidance of Ms. Arti Sharma (Head of Institute). Drawing on her own schooling and the example of mentors such as her school principal, she set out to close the gap she observed between well-resourced central schools and this border-area government school, which had limited infrastructure and access to teaching technology.

She began by introducing play-way methodology for younger learners and problem-solving approaches in mathematics and worked with the school leadership and the Bharti Airtel Foundation's Quality Support

Program to build a broader "Integrated Experiential & STEM Learning Framework" under the theme "STEM for Viksit and Atmanirbhar Bharat."

The framework replaced textbook-only instruction with hands-on, inquiry-based learning across subjects. Classes I to III adopted Foundational Literacy & Numeracy (FLN) activities aligned with NEP 2020, supported by structured teacher training, in line with NEP 2020's emphasis on experiential, activity-based learning at the Foundational Stage. Higher classes engaged in STEM prototyping and model-making using the 5E instructional model (Engage-Explore-Explain-Elaborate-Evaluate). The flagship exhibit, "Maths Park" (Recreational Mathematical Modelling), was built by Class 9 student Mille Kumari under the guidance of Disha Devi, turning a swing, see-saw, giant wheel and slide into physical demonstrations of fractions, angle and line types, the number line, coordinate quadrants and the Pythagoras theorem, and won 1st place at the Rajya Stariya Bal Vaigyanik Pradarshani (RSBVP), District Level, at SCERT Jammu.

Beyond the classroom, the school introduced a House System (Red, Blue, Green and Yellow houses) with

elected student Captains, Vice-Captains and Teacher In-charges giving students structured leadership and civic responsibility. A School Development Plan (SDP), prepared jointly with teachers, the School Management Committee (SMC) and parents, guided academic, infrastructure and student-welfare priorities, including a water-facility improvement project. An Annual Activity Calendar, developed with the Bharti Airtel Foundation, structured month-wise experiential themes, from enrolment drives and morning assemblies to competitions, exhibitions and community volunteering, ensuring the approach ran through the full academic year rather than as one-off events.

Students also took part in exposure visits, including to AGPS Rajouri to showcase STEM models, inter-school competitions, and cultural programmes such as Kala Utsav, painting, essay-writing and seminars, all designed to connect classroom learning to real-world application, teamwork and civic participation.

At the Foundational Stage, NEP 2020's toy- and play-based pedagogy is visible in daily practice, with kindergarten learners using stacking rings, shape sorters and building blocks. In higher classes, students routinely build and present their own teaching aids to peers, such as a "Working of Number Line" model and a chalkboard-led session on Types of Angles, positioning them as co-teachers rather than passive listeners.

Impact

Between April 2025 and March 2026, the initiative produced measurable gains across academic, participation and inclusion indicators.

Academic performance improved sharply: the Class X Board Exam pass rate rose from a baseline of 55% to 96%. Daily student attendance rose from 72% to 80.5%, reflecting stronger engagement with school life.

Experiential learning penetration deepened school-wide: over 80% of subjects now integrate projects, labs, fieldwork or inquiry-based methods (up from

66-80% the previous year), over 90% of students engaged in at least one structured experiential activity during the year, and the average number of structured experiential activities per student rose from 6-7 to more than 8.

The House System and related governance structures visibly advanced inclusion: girls' representation in school leadership roles rose from 0% to a full 50%. Community engagement also strengthened, with Parent-Teacher Meeting (PTM) attendance rising from 35% to 47%, supported by sustained teacher outreach.

Students achieved recognition at district, state and national levels. Class 9 student Mille Kumari, guided by teacher Disha Devi, secured 1st place at the Rajya Stariya Bal Vaigyanik Pradarshani (RSBVP), District Level, at SCERT Jammu, for the independently defended exhibit "Maths Park" (Recreational Mathematical Modelling). A student representative won 2nd position (Appreciation Award) at the National-level Tick Links Young Explorer Contest-6. The school also earned 1st position at both Block and District levels of Kala Utsav, in Visual Art 3D and Vocal Classical Music, and students achieved 2nd position in Dogri Dance and selection for Indigenous Toy Making, demonstrating that the experiential approach strengthened outcomes well beyond STEM alone.

These results are supported by documented evidence, including student participation and activity records, exposure-visit photographs (such as the visit to AGPS Rajouri), curriculum-mapped lesson plans following the 5E model, and the school's Annual Activity Calendar.

Sustainability, Scalability & Replicability

The initiative is designed to outlast any single cohort, teacher or funding cycle. Experiential activities are curriculum-mapped into regular lesson plans, rather than treated as extracurricular add-ons, and are repeated and refined each year through a structured Annual Activity Calendar, developed with the Bharti Airtel Foundation, that assigns a distinct experiential focus to every month.

Institutional ownership is built into the model: the School Development Plan is prepared jointly by teachers, the School Management Committee and parents, and covers academic, infrastructure and student-welfare goals, ensuring continuity is a shared responsibility rather than dependent on one individual. Structures such as the House System run by students under teacher mentorship, embedding leadership and ownership at the student level.

Much of the model's strength lies in its low resource requirement. Core experiential activities, such as the "Maths Park" exhibit, use low-cost, everyday materials (cardboard, ice-cream sticks, coloured paper, clay) rather than specialized equipment, making the pedagogy directly transferable to other low-resource government schools, including those in similarly under-served border or rural areas. Teacher capability, built through structured Digital Literacy and activity-based training workshops, is the primary investment required, rather than capital expenditure.

Early implementation surfaced real constraints, including limited infrastructure and technology access typical of a border-area public school, which were addressed through structural mentorship from the Bharti Airtel Foundation and phased, low-cost interventions rather than large one-time investments. Building on this foundation, the school plans to deepen technology integration, expand and extend the FLN approach further across foundational grades. Toy- and play-based pedagogy is already active at the Foundational Stage, and art-integrated learning is visible in House bulletin-board projects marking days such as Constitution Day and Independence Day. Building on this, the school plans to formally extend further NEP 2020 provisions for experiential learning: structured Bal Vatika -style readiness activities at the Foundational Stage; sports-integrated lessons woven into core subjects; a 10-day bagless period during which students shadow local artisans, farmers and tradespeople for vocational exposure; and a shift toward competency-based, portfolio-style assessment (a Holistic Progress Card) that tracks skills and application rather than rote recall alone.

Because the framework depends on clear direction, teacher training and community alignment rather than significant capital, it offers a practical, replicable model for other public schools seeking to strengthen experiential learning within similar resource constraints.





DLF PUBLIC SCHOOL

Category

Excellence in Future Ready Skills

Name of the Initiative

DLF Future Ready Skills Framework
(Powered by Skills Builder)

Description of the Initiative

At DLF Public School, future-ready are developed through the practice of Skills Builder Framework, a whole-school structured, measurable ecosystem, where essential skills are explicitly taught, progressively developed, and concretely assessed across Classes I–XII — integrated into curriculum planning, classroom pedagogy, learning experiences, and assessment.

Although future-ready skills were naturally emerging through classroom and co-curricular experiences, they largely remained a “by-product” of curriculum-content delivery and were simply a “happy accident”. Expectations varied across classrooms; without a common progression framework, there was no way to check progression of unquantifiable future skills.

To address this gap, DLF Public School adopted the Skills Builder Universal Framework, which was introduced as a pilot in 2023 with just 13 classes, scaled to 2200+ learners- over the next 3 years, with integration across I-XII covering 22 academic disciplines.

The framework prioritizes eight future core skills — Critical Thinking, Problem Solving, Communication, Teamwork, Leadership, Adaptability, Creativity, and Planning- each broken into a sequenced progression of steps (Steps 1 to 16) — from absolute beginner through to mastery — with common success criteria at every level. A Grade IV teacher and a Grade IX teacher work with the same step language, the same benchmarks, and the same reflection tools. This is what transforms future-ready skills from wishful thinking into visible, trackable learner outcomes.

Implementation was driven primarily through visible and concrete progression steps, their tailored assessment rubrics desired for skill success, curriculum mapping, skill-integrated lesson planning, and opportunities embedded within the academic calendar. We follows a deliberate four-step arc: Build

the step through direct instruction, Reinforce it until it sticks, Bring it to life in real, and Reflect; which is a repeatable cycle that turns abstract skills into lasting, demonstrable capability.

In-school training sessions (36+hours) conducted by outsourced Education Associates, from Enabling Enterprise, a social impact organization. To further enrich the classroom climate, a set of Non-Negotiables—a handbook outlining essential skill-teaching strategies, assessment practices.

A Reward Mechanism (both material in the form of Cash vouchers & non-material- smiley charts, certificates) was launched to celebrate teachers who exemplified optimal skill implementation, evaluated using parameters including Sharing Best Practices.

Reflection tools such as student passports, exit slips and self-assessment were used extensively across grade levels, with prompts such as 'How did I collaborate today?' and 'When did I show creativity in solving a problem?'—making metacognition a daily habit.

A shared skill culture was reinforced through visual skill poster's display across the campus, recognition of essential skills in the student's result sheet, and student-led orientation for parents to demonstrate how skills are used in the class.

Differentiation was central- Students progressed from learning skills through guided experiences in the Primary Years to demonstrating them independently through research, entrepreneurship, internships, leadership and real-world application in the Senior Years.

Student-led Wall Magazines (visual displays outside classes) were intentionally structured to make thinking visible.

Students repeatedly demonstrated these competencies through Project-Based Learning, Scholastic Month Celebrations, Peer-Educator Programmes, Enterprise, global collaborations, internships and community engagement; ensuring future-ready skills became an integral part of everyday learning.

Impact

From 13 classes in 2023 to 84 sections across Grades I-XII today, our journey has built a living skill culture. Skills are no longer taught in isolation—they are practised, revisited, and applied across 22 subjects. This shared language of skills has become part of every child's growth story, shaping future-ready learners.

Our progression became distinctly visible—Silver in 2024, Gold in 2025, and Gold again in 2026 —placing us among only six schools in India recognized for tracking essential skills. Yet the true impact lay beyond awards: over 450 students stepped into internships and industry exposure with GT Bharat, Fortis Hospital, IIT Delhi, and global universities.

Each experience demanded that skills move off the page. We began to see a pattern; First, they learned to question. Then, to investigate. Then, to create. And finally, to act. This living cycle of skills is the real success story of our program:

1. For Aditya Srivastava, Class XII, it began in his mother's vegetable garden. When whiteflies destroyed the plants, Critical Thinking led him to investigate the problem scientifically. Through experimentation and testing, he developed a sustainable plant-based bio-pesticide—demonstrating Problem-Solving in action and earning a place among the Top 20 projects at ISEF, California, through the IRIS National Fair 2024.
2. The impact was visible in how empathy sparked creativity. When Uddhav Gupta, Class IX, noticed his cousin struggling with speech, he turned concern into Therophonobot, an AI-enabled speech therapy application—earning a USD 7,500 Emergent Ventures grant and now available on Google Play.
3. Nearly 300 Delfites of Classes XI-XII stepped into real leadership—designing products, planning campaigns, engaging customers, and making decisions that mattered. In just three hours at the Diwali Expo, Class XI & XIII students earned ₹1.25

lakh profit. No business school in the world can teach what a real stall taught in 3 hours-Product design and Market Fit, Customer Behaviour, & Pricing Strategy.

4. The impact of the program was equally human as it was results-driven. During Sneh Bhoj, 2,000+ students, teachers and support staff cook, serve and share a meal together. Here, Teamwork was no longer a skill on paper; students experience dignity of labour, equality and collective responsibility by working alongside one another.
5. That teamwork extended beyond our own community. Since 2019, Class IX students have collaborated with schools in Russia, Armenia and Qatar through Here Today, Gone Tomorrow - Save Our Siberian Cranes, researching together, exchanging perspectives and seeking sustainable solutions. With international exchanges spanning 25+ countries since 2009, students learn that Communication, Teamwork and Adaptability matter wherever learning takes them.
6. And in the Kruu programme, the skills converged. The impact was a shift from learning skills to finding solutions to real-world problems. Every participating student took an engineering idea from planning to prototyping, testing and adapting a functional foldable house model—an early glimpse of the creativity, adaptability and courage needed to engineer ‘tomorrow’.

The eight future-ready skills moved from the curriculum into students’ choices and actions.

Sustainability, Scalability & Replicability

Most schools have enthusiastic teachers. We have enthusiastic teachers, structured & measurable eco-systems with visible progression. The Skills Builder Framework, third-party partnerships, our Programme of Study, common rubrics, progression pathways, and CPDs work together as a self-sustaining architecture — one that does not depend on any ONE individual’s commitment to keep running.

Cost effective- After the initial capacity-building

investment with Enabling Enterprise (Rosa Goodlow and Victoria Smith), the school has built internal Skill Leaders who now deliver in-school training — reducing external dependency year on year. The model has become self-funded within the school’s existing budget.

We have not just run a programme. We have built a culture. Future-ready skills at DLFPS are the daily operating language of 85+ teachers, 2,200+ learners, and 22 academic disciplines, common assessment rubrics, progression pathways, lesson planning and continuous professional development. This also ensures consistency irrespective of grade, subject or teacher.

Its greatest strength is sustainability. Beginning as a pilot across 13 classes in 2023, the framework has only grown and now reaches 2200+ learners.

Every experience is mapped — nothing is incidental: Unlike routine activity-based learning, every experience at DLFPS is tied to clearly defined skill outcomes using the Skills Builder Universal Framework. Whether students are creating a Wall Magazine, participating in literary activities, conducting peer educator sessions, undertaking internships, or solving community problems — the focus remains the deliberate development of critical thinking, communication, collaboration, leadership, adaptability, empathy, and entrepreneurship. Skills are visible, measurable, and transferable — never accidental by-products of participation.

Scalability of the program is already in action: The model is not theoretical. The three-phase measurable progression — pilot → expansion → full scale, confirms that quality is scaled alongside quantity. Bringing skills to life with Projects such as Ekta Park, Therophonobot, Enterprise Club, AI and coding Club and the Save Our Siberian Cranes collaboration demonstrate that students are addressing authentic community and global challenges with increasing independence and agency.

Most importantly, the model is highly replicable. Its success is not dependent on sophisticated infrastructure but on intentional curriculum blue-

print, teacher capacity-building and authentic local contexts. Any school can adopt the same progression—from explicit skill mapping and common language to real-world application—using its own community as a learning laboratory.

At DLF Public School, we have built a blueprint — measurable, evidence-based, and replicable by any school willing to prioritize intentional skill development over incidental activity.





GMS JHAKHRATAND

Category

Excellence in Reviving India's Knowledge Systems

Name of the Initiative

ज्ञान से गौरव

Description of the Initiative

The initiative, "Integrating India's Knowledge Systems (IKS) into Everyday School Learning," was introduced to strengthen students' understanding of India's rich cultural heritage, local traditions, indigenous knowledge, constitutional values, and historical contributions. The initiative addresses a significant need in our rural and tribal context, where many students had limited exposure to Jharkhand's cultural heritage, freedom fighters, traditional knowledge systems, and India's broader civilizational legacy. Socio-economic constraints and limited learning resources also resulted in restricted educational aspirations among many students.

The primary objective of the initiative is to integrate India's Knowledge Systems into everyday teaching-

learning processes without creating additional curriculum pressure. Rather than treating IKS as a separate subject or limiting it to occasional cultural celebrations, the school has embedded it into existing academic and co-curricular systems since the academic year 2024-25.

The initiative is implemented across Classes KG-VIII through multiple recurring platforms, including morning assemblies, classroom discussions, lesson plans, quizzes, cultural activities, student houses, clubs, and the Bal Sansad (Student Parliament). Teachers connect classroom lessons with Indian culture, traditions, local heritage, constitutional values, historical examples, and indigenous knowledge, making learning more relevant and contextual. Morning assemblies provide students with opportunities to explore and present the thought of the day, current affairs, general knowledge, important national and state events, and inspirational stories.

A major strength of the initiative is its emphasis on active and experiential learning. Students participate in collaborative quizzes, cultural celebrations, classroom discussions, public speaking, leadership

activities, and student-led assemblies. The four House Systems take turns conducting weekly assemblies, ensuring regular participation, student ownership, and sustained implementation. The Bal Sansad further provides practical opportunities for students to understand democracy, leadership, responsibility, and constitutional values through participation and decision-making.

The initiative also connects the school with the wider community. Community elders and local resource persons are invited to share their life experiences, traditional wisdom, indigenous knowledge, and cultural practices. These interactions help students appreciate Jharkhand's tribal heritage and understand the relevance of local knowledge in contemporary life.

The initiative has resulted in a visible transformation in student engagement and confidence. Students have moved from being passive listeners to active contributors who independently collect information, ask questions, participate in discussions, and confidently present their learning before others. Nearly 80% of students now actively communicate and participate confidently in school activities. A student winning First Prize in the Ranchi Speaks District-Level Competition further reflects the growth in communication skills and confidence.

What makes the initiative distinctive is its sustainable, low-cost, and school-wide approach. By integrating India's Knowledge Systems into daily routines and existing educational structures, the model has moved beyond one-time activities and created a culturally rooted, engaging, and easily replicable learning ecosystem that develops confident, responsible, and future-ready learners.

Impact

The initiative has created a significant transformation in student engagement, confidence, and cultural awareness across the school. Students have evolved from passive learners into active participants who confidently speak, ask questions, lead assemblies, and explore India's heritage and local knowledge independently. Nearly 80% of students now actively

participate in discussions and school activities. The initiative has also strengthened students' understanding of Jharkhand's tribal culture, constitutional values, and India's rich heritage while developing leadership, communication, and responsible citizenship. Its integration into daily school practices ensures sustainable and long-term impact.

Sustainability, Scalability & Replicability

The initiative is sustainable because India's Knowledge Systems have been integrated into existing school structures such as daily assemblies, classroom teaching, House Systems, Bal Sansad, and the annual activity calendar, requiring minimal additional resources. Its student-led and teacher-supported approach ensures continuity beyond individual events. The model is highly scalable and replicable, as other schools can easily adopt similar practices by integrating local heritage, indigenous knowledge, constitutional values, and cultural learning into their regular teaching-learning processes. This low-cost approach demonstrates that meaningful and sustained integration of IKS is possible even in resource-constrained schools.





GOVERNMENT SENIOR SECONDARY NIMBO KA GAON

Category

Excellence in Sports

Name of the Initiative

Introduction and Development of Rugby Football
b) Promoting Rugby Football: From Introduction to Excellence c) Rugby Football Development and Sports Excellence d) Building a Culture of Rugby Football in School

Description of the Initiative

The Introduction and Growth of Rugby Football initiative at GSSS Nimbo Ka Gaon, Balesar, has transformed the school's sports culture and created meaningful opportunities for students, especially girls, to participate in competitive sports. The initiative was started in 2015, when the Physical Training Instructor (PTI) introduced rugby football to both boys and girls. At that time, rugby was a new sport for the students, and there was limited awareness, experience and resources available for training.

The initial focus was on developing students' interest, physical fitness, teamwork, discipline and confidence through regular practice. The school encouraged students to participate in block, district and state-level competitions. With continuous mentoring and practice, students gradually developed their skills and began achieving success at higher levels. The boys' team qualified for higher-level competition in 2019, while the girls' team achieved this milestone in 2022, demonstrating the growing participation and confidence of girls in the sport.

The journey was not without challenges. The school faced difficulties related to students' fitness and willingness to participate, limited sporting resources, transportation requirements and obtaining parental consent, particularly for girls. Through continuous communication with parents, encouragement by teachers, structured practice and support from the school and Bharti Airtel Foundation, these barriers were progressively addressed.

The initiative also focused on improving the physical environment for sports. The school campus

ground was levelled and developed to support sports activities, including rugby, kho-kho and volleyball. Transportation support was provided for girls participating in district-level competitions and the state-level rugby tournament in Jaipur. These interventions helped students participate in competitions with greater confidence and reduced practical barriers to their involvement.

Over the years, the initiative has created a strong sporting culture in the school. Students have represented the school at district, state and national levels, while the current rugby team includes both girls and boys participating at the state level. The school has also supported promising sportspersons, including Jitendra Singh, in pursuing higher-level opportunities.

The initiative demonstrates how sustained mentoring, infrastructure development, community engagement and institutional support can turn a newly introduced sport into a pathway for student development, gender inclusion, leadership, teamwork and sporting excellence.

Sustainability, Scalability & Replicability

The Introduction and Growth of Rugby Football initiative at GSSS Nimbo Ka Gaon has been designed as a sustainable school-based sports development model that can continue beyond individual competitions, trainers or external support. The initiative has gradually built a strong culture of regular practice, student participation, teamwork and competitive sports within the school.

Sustainability is supported through continuous involvement of the Physical Training Instructor (PTI), teachers, school leadership and students. Rugby practice has become an ongoing part of the school's sports activities rather than a one-time intervention. Students who develop skills and experience can encourage and guide younger students, creating a peer-learning and leadership cycle. The development and levelling of the school ground, along with facilities for rugby, kho-kho and volleyball, provides a lasting physical foundation for sports activities. Continued

participation in block, district and state-level competitions also motivates students to maintain regular practice and improve their performance.

Scalability is possible because the initiative uses a practical school-based approach that does not depend entirely on expensive infrastructure. The model focuses on identifying interested students, providing regular training, developing basic fitness and sporting skills, encouraging participation in competitions, engaging parents and creating opportunities for students to progress to higher levels. Support from the school and partners such as Bharti Airtel Foundation can strengthen transportation, equipment and participation where required. The approach can therefore be adapted according to the resources available in other government schools.

Replicability is one of the key strengths of the initiative. Other schools can adopt the model by beginning with an introductory rugby orientation, identifying interested boys and girls, forming school teams, developing a regular practice schedule and gradually participating in block and district competitions. Schools can also involve parents and the local community to build acceptance and support, particularly for girls' participation.

The experience of GSSS Nimbo Ka Gaon demonstrates that sports excellence can be developed progressively through consistent mentoring, student motivation, inclusive participation, community engagement, appropriate infrastructure and institutional support. The journey from introducing rugby in 2015 to participation at higher competitive levels provides a practical example that can inspire other government schools to introduce rugby or other emerging sports.

By creating a system in which students learn, practice, compete and mentor the next generation, the initiative can continue to grow and serve as a replicable model for inclusive sports development and student empowerment.



दैनिक नवज्योति

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विद्यालय में भेंट किए 42 टेबल कुर्सी-फर्नीचर के सेट

नवज्योति/बालेसर। भामाशाह जयसिंगसिंह इंदर ने राजकीय उच्च माध्यमिक विद्यालय गिबो का गाँव



को 42 टेबल कुर्सी फर्नीचर के सेट भेंट किए। प्रधानाचार्य पन्नालाल चौहान ने बताया कि बालेसर को राजकीय उच्च माध्यमिक विद्यालय गिबो का गाँव में भामाशाह

अवधर जयल करले हुए भगवानदा तर्फीफा किया। उन्होंने बताया कि इस तरह के कार्य से अन्य भामाशाह भी प्रोत्साहित होंगे। ईंट का विद्यालय के विकास में योगदान लगभग बना रहता है। इस मौके पर प्राध्यापिका एवं शिक्षक गणों ने उनका धन्यवाद दिया। इस मौके पर उपस्थित थे हरीशसिंह, केटन नरपतसिंह, भीष्मराय, जीवदाम, भवरासिंह, महावीरसिंह, बाबूलाल सहित शिक्षक राजेंद्र विजयेंद्र, सौरभ सिंह, हेमंत केशर

दैनिक नवज्योति

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राष्ट्रीय रग्बी फुटबॉल टीम में निम्बों के गाँव के छात्र जितेंद्रसिंह का हुआ चयन

नवज्योति/बालेसर। राजकीय उच्च माध्यमिक विद्यालय गिबो का गाँव प्रदर्शन किया। शारीरिक शिक्षक बालेसर के छात्र जितेंद्रसिंह ने राष्ट्रीय रग्बी फुटबॉल टीम में



हूआ चयन। प्रधानाचार्य पन्नालाल चौहान ने बताया कि भारतीय एग्जल्ट के क्वलिफाई सपोर्ट कैंपेन के तहत यह चयनित छात्र निम्बोंसिंह का अंडर 19 वर्ष छात्र वर्ग में चयन हुआ

था। जिसने राज्य स्तर पर श्रेष्ठ राष्ट्रीय रग्बी फुटबॉल टीम में सर्वश्रेष्ठ प्रदर्शन करने में सफल है। पन्नालाल चौहान, उपस्थित शिक्षक, सभी छात्रों एवं विद्यार्थियों में प्रोत्साहन को सुव्यवस्थित।

दैनिक नवज्योति

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निम्बों के गाँव की दिव्या का सांसद खेल महोत्सव योगा में जिला स्तर पर चयनित

नवज्योति/बालेसर। राजकीय उच्च माध्यमिक विद्यालय गिबो का गाँव शारीरिक शिक्षक केनरा कुमारी ने



अवधर जो दिव्या का पिता था वह कदम छोड़ें और विद्यालय छोड़कर ने कलाल किया एवं दिव्या को शिक्षा देने की जिम्मे





HAJIPIR ARMY GOODWILL SCHOOL, TREHGAM

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Teacher Excellence and Capacity Building Programme (also referred to in application as the Teacher Professional Development and Digital Capacity Building Programme)

Description of the Initiative

Hajipir Army Goodwill School (HAGS), Trehgam, operates in a remote border block of Kupwara district under the Indian Army's Operation Sadbhavana, where teachers have traditionally had limited access to continuous, structured professional learning. To close this gap, the school built the Teacher Excellence and Capacity Building Programme (01 April 2024 - 31 March 2026 and continue), a CPD framework facilitated by the Indian Army through partnerships with Bharti Airtel Foundation, Extramarks Foundation,

Umang Foundation, the IDC Career Guidance Programme (with Northern Command), and Goenka & Associates Educational Trust (GAET). The objectives were to enhance teacher competency and classroom effectiveness, promote technology-enabled teaching and learning, strengthen skills in AI, career guidance and inclusive education, and align classroom practice with NEP 2020. The programme adopted a blended delivery model — online courses, webinars, workshops, mentoring, peer learning, practical demonstrations, and classroom implementation — covering AI in Education, Digital Pedagogy, Inclusive Education, Classroom Management, Teacher Well-being, Growth Mindset, Career Guidance, Communication Skills, and Smart Classroom Integration. Key components included the Bharti Airtel Foundation Teacher Professional Development Programme and its AI Samarth certification courses delivered through The Teacher App; a Career Guidance Programme launched jointly with Northern Command and Bharti Airtel Foundation; Growth Mindset training; Inclusive Education and Classroom Management workshops; and Extramarks-led Smart Classroom and Generative

AI training. Every teacher on the staff participated, with participation and completion tracked through the academic year. According to the school's own Operational Matrix, over 95% of teachers attended at least one formal training programme in both 2024-25 and 2025-26, completing an average of 15-25 training hours in the first year rising to 26-40 hours in the second, across more than five structured training programmes per teacher each year. The principal challenge has been the school's remote, border location, which limits access to advanced face-to-face training and exposure to emerging educational technology — a gap the blended, partner-led model was specifically designed to bridge.

Impact

The clearest measure of impact is reach: 100% of HAGS's teaching staff participated in professional development activities across Bharti Airtel Foundation, Extramarks Foundation, Umang Foundation, the IDC Career Guidance Programme, and GAET, completing AI Samarth courses, Teacher App learning modules, webinars, assessments, and certification programmes. This was consistent, structured participation across the entire staff rather than isolated individuals, sustained across both the 2024-25 and 2025-26 sessions per the school's Operational Matrix (>95% training coverage, 15-40 average training hours per teacher, and more than five structured programmes per teacher each year). In the classroom, this has translated into observable changes in practice. Classroom observations reflect increased use of activity-based learning, digital content, smart classroom tools, and collaborative, student-centred teaching methods. Teachers report improved confidence integrating AI tools, educational technology, career-guidance practices and inclusive-teaching approaches into daily instruction — moving beyond the one-time training days the school relied on previously. The impact extends to students: increased engagement through interactive lessons, digital resources, presentations and experiential activities; improved classroom participation, communication skills, and student confidence; and better learning

experiences through technology-enabled, learner-centred teaching. Students have also engaged directly in communication, leadership, career-awareness, and skill-development activities facilitated by trained teachers, with positive behavioural changes and greater enthusiasm for learning observed across classes. Because the initiative reached the full teaching staff rather than a subset, and combined certified digital learning with mentoring and classroom follow-through, the resulting gains in pedagogy, technology use and student engagement are visible school-wide rather than confined to a few classrooms — a meaningful outcome for a small, remote, border-area school.

Sustainability, Scalability & Replicability

What differentiates HAGS's model from standard CPD practice is that it is not a series of one-time workshops but a continuous learning culture built on five parallel, ongoing partnerships — Bharti Airtel Foundation, Extramarks Foundation, Umang Foundation, the IDC Career Guidance Programme (with Northern Command), and GAET — each contributing certified courses, mentoring, webinars, and follow-up classroom support rather than a single training event. This structure gives the programme a strong institutional footing: it runs on standing partner relationships rather than one-off grants or a single external trainer, with participation and completion tracked every session through the school's own Operational Matrix and reporting. That internal documentation, maintained under the Principal's office, keeps the programme accountable and easy to continue, review and strengthen year on year — including through the IDC Career Guidance Programme and AI Samarth certification tracks, which extend the model beyond conventional pedagogy training into career guidance and AI literacy. The blended, largely digital delivery format (online courses, LMS-based modules, webinars) makes the model naturally scalable — new or newly joining teachers can be enrolled in existing partner tracks and additional training areas can be added simply by drawing on the same partner network as needs evolve. Because the

model depends on partnering with established CPD and technology organisations rather than building specialist training infrastructure in-house, it is directly replicable by other Army Goodwill Schools and similarly placed rural or border-area institutions: a school with a coordinator able to schedule sessions and track completion, as HAGS has done, can adopt the same multi-partner approach without needing to develop training content of its own — a practical, low-cost path to extending quality CPD to remote, low-resource schools more broadly. This documentation-first approach also means the model does not depend on any one staff member: as coordinators or teachers change, the partner relationships, tracked completion records, and training calendar carry the programme forward without disruption.





MODEL SCHOOL ANGARA

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Smart School, Smarter Learning

Description of the Initiative

Digital Excellence for Future-Ready Schools is a school-wide digital transformation initiative undertaken in a rural government school in Angara Block, Ranchi, serving 197 students from marginalised communities with 8 teachers. The initiative aims to bridge the rural digital divide by integrating technology meaningfully into teaching-learning, assessment, academic monitoring, and school administration.

- 5 smart classrooms (Grades VI-X) enable regular digital and multimedia-based teaching across subjects.
- 6 of 8 teachers have received digital pedagogy training, with Mr. Syed Ibrar Hassan (TGT English)

selected as a Master Teacher for Digital Classrooms, strengthening peer learning and sustainability.

- Digital attendance, assessments, academic records, and monitoring have improved efficiency and enabled data-informed decision-making.
- Student attendance increased from 78% to 93%, while board results showed significant achievement, with 8 students scoring 90%+ and 26 students scoring 80%+, the highest performance among government schools in the block.
- Teacher-led innovations include a school website developed using AI-assisted design and programming and an AI-powered English-learning chatbot that explains grammar and basic concepts in students' native language.
- The initiative promotes cyber safety, data privacy, responsible technology use, and compliance alongside digital adoption.
- Its teacher-led, low-cost and context-responsive approach offers strong potential for replication through BRC-level knowledge sharing and process documentation.

Impact

- **Academic Impact:** Board examination performance has improved significantly, with 8 students scoring 90%+ and 26 students scoring 80%+, among the highest results across government schools in Angara Block.
- **Student Engagement:** Average attendance increased from 78% to 93%, reflecting improved participation and engagement in the technology-enabled learning environment.
- **Digital Adoption:** 100% of Grades VI-X classrooms (5 classrooms) are equipped with smart-class facilities and used regularly for digital teaching-learning.
- **Teacher Capacity:** 6 of 8 teachers have received digital pedagogy training, with one teacher selected as a Master Teacher for Digital Classrooms, strengthening peer support and sustainability.
- **Operational Efficiency:** Digital attendance, academic records, assessments, lesson planning, and monitoring have reduced dependence on manual processes and enabled faster access to information and reporting.
- **Accessibility & Inclusion:** Students from marginalised rural communities now have regular access to technology-enabled learning, helping bridge the rural digital divide.
- **Innovation Impact:** The teacher-developed school website and AI-powered English-learning chatbot in the native language have expanded digital access beyond classroom instruction and addressed context-specific learning needs.

and one teacher serving as a Master Teacher for Digital Classrooms, the school has an internal mechanism for peer support, mentoring, and continued capacity building.

- **Efficient Use of Resources:** The initiative maximises existing digital infrastructure and focuses on teacher capacity and meaningful technology integration rather than dependence on high-cost interventions.
- **Scalability:** The approach can be extended to other rural government schools by combining smart-class infrastructure with structured teacher training, digital pedagogy, and school-level ownership.
- **BRC-Level Replication:** Successful practices can be shared through the Block Resource Centre (BRC), supported by simple process documents, guidelines, and templates that schools can adapt according to their context.
- **Continuous Improvement:** Future priorities include strengthening digital assessments, teacher capacity, technical support, cyber safety, data privacy, and responsible technology use to deepen and sustain the digital ecosystem.



Sustainability, Scalability & Replicability

- **Sustainability:** Digital transformation is embedded into routine teaching, assessment, attendance, academic monitoring, and school documentation, ensuring continued use beyond the initial implementation.
- **Teacher Ownership:** With 6 of 8 teachers trained

**NOMINATED
CASE STUDIES
2026**



BIRLA SHISHU VIHAR, PILANI

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

Transforming Education through Sustainable Development Goals: Integrating Innovation, Sustainability, Health & Community Partnerships

Description of the Initiative

At Birla Shishu Vihar, Pilani, Sustainable Development Goals (SDGs) have been integrated into the school ecosystem through a holistic initiative that combines innovation, sustainability, health, life skills, entrepreneurship and community engagement. The initiative was designed to move beyond awareness programmes and transform SDGs into meaningful actions and learning experiences for students.

The school identified the need to equip students with future-ready competencies while fostering environmental responsibility, health awareness and social commitment. Accordingly, multiple programmes were aligned with specific SDGs. Healthy Eating Campaigns and CPR & Life-Saving Skills

programmes promoted SDG 3 (Good Health and Well-Being). ATL, Artificial Intelligence and Robotics activities strengthened SDG 4 (Quality Education) and SDG 9 (Industry, Innovation and Infrastructure). Environmental awareness drives, Earth Day and World Environment Day activities supported SDG 13 (Climate Action), while resource conservation initiatives addressed SDG 12 (Responsible Consumption and Production). Parent engagement, collaborations with BITS Pilani and community outreach activities contributed to SDG 17 (Partnerships for the Goals).

The initiative adopts experiential and project-based learning approaches, enabling students to connect classroom concepts with real-world challenges. Students participate in innovation activities, sustainability campaigns, entrepreneurship programmes, Model United Nations, Youth Parliament and community awareness initiatives. Through these experiences, learners develop critical thinking, problem-solving, leadership and responsible citizenship skills.

By integrating SDGs into academic and co-curricular activities, the school has created a culture where

sustainability, innovation and social responsibility are practised consistently rather than through isolated events. The initiative reflects the school's commitment to nurturing informed, compassionate and future-ready global citizens who contribute positively to society and sustainable development.

Impact

The initiative has created measurable educational, social and behavioural outcomes across the school community. More than **1100 students** have directly benefited from programmes linked to Sustainable Development Goals. Over **700 students** have participated in ATL, AI and Robotics learning experiences, enhancing creativity, innovation, design thinking and technological competencies.

In the area of health and well-being, more than **500 students** have been trained in CPR and basic life-saving skills. Healthy Eating Campaigns have increased awareness regarding nutrition, wellness and preventive healthcare among students. These interventions have strengthened confidence, preparedness and responsible decision-making.

The school has conducted **10+ sustainability social and environmental awareness campaigns**, encouraging students to adopt environmentally responsible behaviours and contribute actively to climate action initiatives. Resource conservation activities have further strengthened awareness regarding sustainable consumption practices.

Leadership and global citizenship have been promoted through successful organization of **three consecutive editions of BSV MUN (2024, 2025 and 2026)**, along with participation in youth leadership and community engagement platforms. These experiences have enhanced communication skills, collaboration, diplomacy and social responsibility among learners.

The initiative has also fostered strong partnerships with parents, community stakeholders and experts from BITS Pilani, creating a collaborative learning ecosystem. Students have demonstrated increased

engagement in innovation, sustainability and community-focused projects. Overall, the programme has successfully translated SDG principles into student action, creating responsible, innovative and sustainability-conscious learners.

Sustainability, Scalability & Replicability

The sustainability of the initiative is ensured through its integration into the regular functioning of the school. ATL, AI and Robotics activities form part of ongoing student development programmes, while environmental campaigns, health awareness initiatives and leadership activities are conducted throughout the academic year. Institutional support from school leadership ensures continuity, resource allocation and long-term implementation.

The model is highly scalable because it utilizes existing school infrastructure, teacher expertise and community partnerships. Activities can be expanded to reach larger student groups without significant additional investment. Strong collaborations with external experts and institutions further support sustainable growth and innovation.

The initiative is also highly replicable for schools seeking to integrate SDGs into education. The framework does not depend on a single programme but combines health, innovation, sustainability, entrepreneurship and community engagement under a common SDG vision. Schools can adopt individual components or implement the complete model according to their context and resources.

The approach aligns with the goals of holistic education and experiential learning, making it relevant across diverse educational settings. By embedding SDGs into everyday learning and school culture, the initiative ensures long-term impact and continued development of responsible global citizens. Its successful implementation demonstrates how schools can become active contributors to the achievement of Sustainable Development Goals while preparing learners for future challenges and opportunities.



बिरला पिलानी के छात्रों ने बिरला शिशु विहार में स्थापित पर व्याख्यान श्रृंखला का आयोजन किया



पिलानी (संयुक्त परिवार)। बिरला शिशु विहार में बिरला छात्रों ने एक कार्यक्रम में भाग लिया। कार्यक्रम में बिरला छात्रों ने बिरला शिशु विहार में स्थापित पर व्याख्यान श्रृंखला का आयोजन किया। कार्यक्रम में बिरला छात्रों ने बिरला शिशु विहार में स्थापित पर व्याख्यान श्रृंखला का आयोजन किया।





THE ASHOK LEYLAND SCHOOL

Category

Sustainable Development Goals

Name of the Initiative

Whole-School Sustainability Programme – Learn, Lead, Act, Sustain

Description of the Initiative

The Ashok Leyland School, Hosur has developed a whole-school sustainability approach that integrates environmental responsibility into academics, experiential learning, student leadership, campus practices and community engagement. The school particularly focuses on SDG 3 – Good Health and Well-being, SDG 6 – Clean Water and Sanitation, and SDG 13 – Climate Action, while also engaging with other Sustainable Development Goals.

Sustainability is embedded across the school through its Eco Club, interdisciplinary projects, assemblies, Bagless Saturday activities, STEM projects, awareness campaigns and community initiatives. The campus itself serves as a learning environment, with

approximately 11,000 sq. metres of green cover, 1,556 trees representing around 150 species, two Miyawaki forests, an Oushadha/medicinal garden, butterfly garden and organic garden.

Students engage in practical sustainability initiatives including tree plantation, waste segregation, water conservation, vermicomposting, paper recycling, hydroponics, rainwater harvesting, drip irrigation, energy conservation and waste-to-wealth projects. Sustainability is also connected with real-world problem-solving through Eco-STEM activities and interdisciplinary learning.

The programme extends beyond the campus through plantation drives, clean-up campaigns, awareness rallies, street plays, parent-student eco workshops and collaborations with NGOs and other organisations. Students also participate in national and international environmental initiatives and partnerships, including programmes associated with Bhumi, Generation Global, an Indo-American Green School Network and a Taiwan school partnership.

Impact

The initiative has enabled sustainability to become an experiential and student-led component of school life. 769 students have participated in SDG projects, with 93 multidisciplinary sustainability projects undertaken. Students engage with sustainability through project-based and skill-based learning as well as Bagless Saturday activities.

The school has also demonstrated large-scale adoption of sustainable transportation practices. Of its 1,674 students, 1,585—approximately 94%—travel to school by school bus, reducing dependence on individual modes of transport.

Student sustainability projects have received recognition through CBSE Science Exhibitions, with the presentation reporting first-place recognition at the CBSE Regional level and participation at the National level across four academic years. One highlighted initiative is a Low-Cost Paper Recycling Machine at the Junior Level in 2024–25.

The programme also seeks to build behavioural change through student-led actions such as “Each One Plant One,” tree donation, weekly sustainability pledges, solar initiatives, cycling, common transport and Go Green activities.

Sustainability, Scalability & Replicability

The initiative is designed as a whole-school model, integrating sustainability across curriculum, school operations, student leadership and community engagement rather than treating it as a standalone activity. Its combination of interdisciplinary projects, Eco Club activities, student advocacy, resource conservation and community outreach allows sustainability practices to become part of the regular functioning of the school.

Several components—including waste segregation, student-led water audits, vermicomposting, plantation drives, medicinal gardens, paper recycling, energy-saving challenges and home-based sustainability projects—can be adopted by other schools and adapted to their available resources and local contexts. The involvement of students, teachers, parents, community and management further supports continuity and wider participation.



M.S. KARHARBIL

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

From Broken Homes to Bright Futures

Description of the Initiative

From Broken Homes to Bright Futures began with a painful realisation at MS Karharbil: for some children, the biggest barriers to education were not inside the classroom, but within the homes to which they returned. In the tribal villages of Dumka, teachers witnessed the effects of alcohol dependence, poverty and family conflict on children's attendance, learning, emotional security and aspirations. Community reports indicated that, in some households, fathers struggling with alcohol dependence reportedly sold household belongings—including children's school bags, books and stationery—to arrange money for alcohol. Some children were even under pressure to leave school and contribute to household income.

The school responded by redefining its role—from a place that teaches children to a community that

stands beside them. Implemented from April 2024 to March 2026, the initiative brought together students, teachers, parents, the School Management Committee (SMC), village elders and community volunteers. Students became catalysts of change, participating in discussions, home visits, awareness rallies and family engagement, while teachers provided continuous mentoring and counselling. Families were engaged through parent-teacher meetings, one-to-one counselling, community dialogue, yoga and mindfulness.

Recognising that emotional recovery and economic stability are deeply connected, the initiative also introduced jute doormat making and mushroom cultivation as locally accessible livelihood opportunities. Regular follow-up visits, counselling, attendance tracking and community review meetings ensured that the effort moved beyond a one-time awareness campaign into a sustained school-community process.

At its heart, the initiative changed the role of the child—from someone affected by family circumstances to a voice for hope and a catalyst for positive change. It connected education, family well-being, behavioural support and livelihood into one community-owned response.

The initiative was built on a simple but profound belief: a child's circumstances should never become a child's destiny.

Impact

The impact of **From Broken Homes to Bright Futures** is reflected not only in numbers, but in the connection between family stability and children's educational continuity.

- During **2025-26, 55% of participating fathers reduced their regular alcohol consumption**, and many resumed daily work, contributing to greater stability within their families.
- Average annual **student attendance increased from 71% in 2024-25 to 85% in 2025-26**, an 14-percentage-point improvement. This represented more than improved attendance—it indicated that children were remaining connected to school despite difficult circumstances at home.
- Academic outcomes strengthened alongside attendance. The **board examination pass rate rose from 87% to 96%**, a 9-percentage-point improvement, and the 2025-26 result exceeded the reported **Jharkhand state average of 93.31%**.
- Economic resilience also improved: **48% of participating families adopted livelihood activities** through jute doormat making and mushroom cultivation, creating opportunities for families to earn closer to home.
- The intervention therefore created a reinforcing cycle: **behavioural support strengthened family stability; livelihood opportunities reduced economic vulnerability; stronger family support helped children remain connected with school; and improved educational continuity contributed to better academic outcomes.**
- The impact extended beyond individual counselling sessions. Continuous **home visits, parent engagement, attendance tracking, counselling and community follow-up** helped sustain the changes over time.

- Qualitatively, the most meaningful transformation was the shift from silence and helplessness towards dialogue, participation and hope. Children were given a voice in addressing challenges affecting their own lives, while parents and community members became participants in protecting their education.
- The initiative demonstrated that when a school responds to the family circumstances surrounding a child, improvements in attendance and academic performance can become part of a wider process of family and community strengthening.

Sustainability, Scalability & Replicability

The strength of **From Broken Homes to Bright Futures** lies in its ability to continue beyond a campaign. The initiative was designed around **relationships, routines and community ownership**, rather than dependence on a single event or external intervention.

- Counselling, home visits, parent engagement, attendance tracking, student participation and community dialogue were incorporated into the school's continuing engagement with families.
- **Teachers, students, parents, SMC members, village elders and community volunteers** became part of an ecosystem supporting children's educational continuity and family well-being.
- Regular **follow-up visits, counselling and community review** created a mechanism for identifying challenges early and sustaining engagement after the initial intervention.
- The livelihood component created an additional sustainability pathway through a simple local enterprise cycle:

Skill → Production → Local Market → Income → Reinvestment → Continuity

- Jute doormat making and mushroom cultivation were selected because they could be undertaken close to home and linked family support with opportunities for productive income generation.

- The model is **low-cost and community-oriented**, relying substantially on existing school-family relationships, teacher mentoring, student leadership, community participation and locally accessible skills.
- Its scalability comes from the fact that it does not require sophisticated infrastructure. A school can begin by **listening to families, identifying children at risk, building trust, mobilising teachers and community stakeholders, and establishing a regular follow-up mechanism.**
- Its replicability lies in the simplicity of the framework:

LISTEN → UNDERSTAND → ENGAGE → SUPPORT → FOLLOW-UP → SUSTAIN

- The model can be adapted to other rural and tribal communities where educational challenges are closely connected with **family instability, poverty, behavioural concerns and limited livelihood opportunities.**

- The initiative's most important learning is that **family transformation cannot be achieved through a single awareness event.** Sustainable change requires repeated presence, empathy, trust and practical pathways towards stability.
- By connecting **education, family well-being, behavioural support and livelihood**, MS Karharbil has created an approach that can continue within school-community functioning and can be adapted by other resource-constrained schools.

The enduring message

“We began by trying to protect a child’s education. We discovered that sometimes, to protect the future of a child, we must first strengthen the home from which that future begins.”



GOVT. HIGH SEC. SCHOOL, BARTA

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

Students for Sustainability: Waste to Wealth, Water to Life

Description of the Initiative

Govt. High Sec. School Barta has adopted a practical, school-based approach to Sustainable Development Goals by converting everyday environmental challenges into opportunities for student participation, community engagement and long-term action. The flagship initiative, “Students for Sustainability: Waste to Wealth, Water to Life,” focuses on two interconnected priorities: responsible management of biodegradable waste and sustainable management of wastewater.

The initiative was developed in response to challenges experienced within the school, particularly the need for better waste handling and persistent water-

related concerns. Rather than limiting sustainability to awareness activities, the school introduced permanent systems that form part of its regular functioning.

The initiative was implemented in two connected phases. During April 2024–March 2025, the school established a compost pit to manage biodegradable waste. Organic waste generated on the campus is channelled towards composting, creating useful compost that can support campus greenery while reducing the quantity of biodegradable waste requiring disposal.

During April 2025–March 2026, the school developed a soak pit for sustainable wastewater management. The system supports natural filtration and percolation of wastewater into the ground, helping reduce water stagnation and supporting groundwater recharge.

Students are not treated merely as beneficiaries; they are active participants in identifying environmental concerns and advocating for practical solutions. Teachers and staff support implementation and routine maintenance, while the Local Panchayat and community members have contributed to mobilising support and developing the required infrastructure.



The initiative therefore brings together infrastructure, experiential learning and community participation. Its key challenge has been working within limited resources and addressing water-related constraints, while building sustained stakeholder support. Despite these constraints, the school has moved from one-time environmental activities towards permanent, locally appropriate sustainability practices.

Impact

The initiative has generated sustained environmental, behavioural and educational benefits by addressing real challenges within the school through practical solutions. Its most significant outcome is the establishment and continued operation of two permanent sustainability systems: a compost pit introduced during 2024-25 and a soak pit developed during 2025-26.

The compost pit has created a structured pathway for managing biodegradable waste generated on the school campus. Instead of treating organic waste only as material for disposal, the school converts it into useful compost that can be used for campus plants and greenery. This has strengthened responsible waste-handling practices and created a visible example of resource recovery for students.

The soak pit has introduced a more sustainable approach to wastewater management. Wastewater is naturally filtered and allowed to percolate into the ground, helping reduce surface water stagnation and supporting groundwater recharge. This provides the school with a practical response to its water-related challenges while promoting the principle of responsible water management.

The initiative has also contributed to behavioural change. Through direct participation, students and staff have developed greater awareness of waste segregation, cleanliness, responsible use of resources and water conservation. Sustainability has consequently become connected with routine school practices rather than remaining limited to special occasions or awareness campaigns.

The initiative has strengthened community ownership as well. The Local Panchayat and community members supported the school in mobilising resources and developing the infrastructure, demonstrating that school-level environmental challenges can be addressed through collaboration between students, educators and local stakeholders.

Importantly, the impact is continuing beyond the construction of the facilities. Both systems remain operational and are integrated into regular school functioning. Students therefore experience sustainability through practice: they see how waste can be converted into a useful resource and how wastewater can be managed more responsibly.

The available evidence establishes clear qualitative outcomes and the creation of two permanent systems. The source documentation does not provide verified numerical measurements such as litres of water recharged, kilograms of waste composted or exact beneficiary counts; therefore, no unsupported quantitative figures have been added to this submission.

Sustainability, Scalability & Replicability

The strength of “Students for Sustainability: Waste to Wealth, Water to Life” lies in its ability to turn sustainability from an occasional activity into a continuing part of school operations. The initiative is sustainable because it is built around permanent, low-maintenance systems that respond directly to local needs. The compost pit and soak pit continue to serve their intended purposes after implementation and are incorporated into the school’s routine environmental practices.

The approach also promotes ownership rather than dependence. Students helped identify the problems and participated in advocating for solutions, while teachers and staff supported implementation and maintenance. The involvement of the Local Panchayat and community members further strengthened local ownership and helped the school mobilise support for

infrastructure development. This shared responsibility improves the likelihood that the practices will continue over time.

The initiative is scalable because its core interventions are simple and can be adapted to the needs and physical conditions of other schools. Schools facing challenges related to biodegradable waste can explore composting using locally manageable infrastructure. Similarly, schools with suitable site conditions can consider soak-pit based wastewater management as part of a broader water-conservation approach. The initiative does not depend on highly specialised technology or complex systems; instead, it demonstrates how locally appropriate solutions can be developed through school-community collaboration.

Its replicability is further strengthened by the phased model used at Barta. The school first addressed solid waste management and then expanded the approach to wastewater management. Other schools can follow a similar progression: identify a priority environmental challenge, involve students in understanding the problem, mobilise relevant local stakeholders, implement a practical solution, and integrate its upkeep into routine school functioning.

The model also creates an important educational value. Infrastructure becomes a living learning resource through which students can understand waste management, water conservation, environmental responsibility and community action.

Overall, the initiative demonstrates that meaningful SDG action does not necessarily require large-scale resources. A school can create sustained impact by combining student voice, practical infrastructure, local partnerships and regular monitoring. This makes the Barta model suitable for adaptation and replication across other schools with similar environmental and resource-management challenges.

The enduring message

The case study submitted with the supporting evidence requested in the ARISE application, including initiative implementation records, student/stakeholder participation evidence, school-integration records, beneficiary/outreach evidence, measurable impact evidence, continuity records and partnership evidence, where available.

Important: The narrative above deliberately uses only information supported by the supplied school submission. Where verified numerical metrics are unavailable in the source material, the document does not introduce estimated figures.



IMPERIAL HERITAGE SCHOOL

Category

Excellence In Experiential Learning

Name of the Initiative

Kindness Project

Description of the Initiative

- **Gap/Need Identified:** The initiative addressed the need to sensitise students towards often-overlooked members of society while nurturing empathy, gratitude, inclusion, respect, and social responsibility. It aimed to move value education beyond theoretical discussions and create meaningful opportunities for students to understand the importance of compassion through direct experience and purposeful action.
- **Structure of the Initiative:** The Kindness Project was designed as a school-wide experiential learning initiative during Diwali Week, built around the themes of Caring & Sharing and Intergenerational Learning. Students across grades participated in age-appropriate

experiences that encouraged them to recognise community needs, appreciate the contributions of others, and respond with sensitivity and responsibility.

- **Experiential Learning Methods:** The initiative incorporated service learning, community outreach, collaborative tasks, reflection, student leadership, gratitude initiatives, and intergenerational interactions. Students moved beyond passive participation by planning, contributing, creating, communicating, and reflecting. These experiences enabled them to learn through authentic situations and understand that kindness is expressed through meaningful action.
- **Curricular Integration:** The project was connected with EVS, Social Studies, and Economics, allowing students to apply classroom concepts such as compassion, dignity of labour, inclusion, equity, social responsibility, and the Right to Education in real-world contexts. This integration strengthened conceptual understanding while helping students recognise the relevance of academic learning to society.

- **Teacher & Student Roles:** Teachers planned, facilitated, guided, and integrated the initiative with curriculum objectives and school-wide values. Students took increasing ownership by organising campaigns, coordinating collections, creating resources, participating in outreach, collaborating with peers, and reflecting on their experiences. This learner-led approach strengthened agency, leadership, communication, and decision-making skills.
- **Innovative Elements:** The project brought together service learning, social-emotional learning, leadership, and intergenerational learning within one cohesive framework. It created a strong connection between curriculum, character development, and community engagement, making learning purposeful and relevant.
- **Holistic Development:** Through authentic engagement, students developed empathy, gratitude, collaboration, leadership, social awareness, communication, respect, and responsible citizenship. Reflection enabled them to examine their own attitudes and behaviours and identify ways to contribute positively to their community.
- **Core Innovation:** The Kindness Project shifts the focus from “learning about values” to “living the values.” It transforms kindness from an abstract concept into a lived experience, where students learn to recognise, respond, reflect, and act.
- **Long-Term Impact:** By embedding values and experiential service within school life, the initiative contributes to developing compassionate, socially conscious, responsible, and engaged citizens who understand that kindness is not a one-time activity, but a continuing responsibility and way of life.

Impact

- **Student Participation:** The Kindness Project engaged students from Nursery to Grade XII, creating opportunities for learners across age groups to participate in planning, donating, creating, collaborating, and community outreach.

Participation extended beyond following instructions, with students demonstrating greater ownership, initiative, and leadership. Students increasingly began suggesting ideas for future service projects and identifying ways in which they could contribute meaningfully to the community.

- **Expansion of Experiential Learning:** The success of the initiative strengthened the school’s commitment to experiential and service-based learning. It encouraged teachers and students to explore additional opportunities for authentic engagement through outreach programmes, collaborative initiatives, community interactions, and visits to local government schools. The project therefore became a catalyst for expanding experiential learning beyond the classroom and embedding it more consistently within school practices.
- **Real-World Exposure:** Students gained meaningful exposure to real-life social contexts through community interaction, service learning, gratitude initiatives, and intergenerational learning. These experiences enabled learners to connect classroom concepts and values with situations outside school, helping them understand issues of inclusion, dignity, equity, compassion, and social responsibility. Learning became more relevant as students experienced first-hand the importance of respect, appreciation, and responsible action.
- **Learning & Behavioural Change:** The initiative contributed to visible growth in students’ empathy, reflection, social awareness, and respect for others. Classroom conversations around kindness, inclusion, civic responsibility, and community needs became richer and more meaningful. Students began sharing personal reflections, discussing social concerns, and suggesting practical ways to contribute. The experience also encouraged greater appreciation and respect for those who support the school and wider community through their everyday contributions.
- **Scale of Impact:** The initiative created a shared



culture of kindness, inclusion, service, and responsible citizenship, extending its influence beyond students to teachers, parents, and community partners. Collective participation strengthened relationships within the school community while encouraging students to recognise their role as active contributors to society. The project demonstrated how a values-based initiative can create impact across multiple stakeholders when learning, participation, and community engagement work together.

- **Sustained Impact:** The Kindness Project moved kindness beyond a one-time activity or annual event by embedding compassion, respect, leadership, empathy, and civic responsibility into everyday learning and student behaviour. Its continued integration with school values and experiential learning has helped nurture habits of reflection, appreciation, and service. Most importantly, students are encouraged to view kindness not merely as an activity, but as a responsibility, mindset, and way of life.

Sustainability, Scalability & Replicability

- **Beyond Routine Projects:** The Kindness Project is a value-driven experiential learning model, rather than a one-time project, academic assignment, or awareness campaign. It provides students with opportunities to experience kindness through meaningful action, developing empathy, compassion, gratitude, leadership, inclusion, and responsible citizenship. Students do not merely learn about values; they actively practise, reflect upon, and demonstrate them through authentic experiences.
- **Seven-Year Continuity:** Conceptualised in 2019 and sustained for seven years, the initiative has evolved into an integral component of the school's annual planning. Its continuity reflects a deliberate shift from event-based learning to a sustained culture of experiential service. Each year, the initiative has grown through increased student participation, ownership, leadership, and community engagement, allowing the model to

remain relevant and responsive to emerging needs.

- **Authentic Real-World Application:** The initiative creates direct connections between classroom learning and the real world through service learning, donation drives, gratitude initiatives, community outreach, and intergenerational interactions. Students engage with people and situations beyond their immediate learning environment, enabling them to apply concepts such as compassion, dignity, inclusion, equity, and responsibility in authentic contexts. This transforms abstract values into purposeful experiences with visible human impact.
- **Embedded in School Culture:** The project is reinforced throughout the year through the Value of the Month programme, which consciously integrates kindness, empathy, compassion, respect, integrity, gratitude, and responsibility into classroom discussions, assemblies, and everyday school life. This creates continuity between the Kindness Project and the broader character-development framework, ensuring that values are consistently revisited, discussed, practised, and reinforced.
- **Student-Led Sustainability:** A key differentiator is the increasing student ownership of the initiative. Students are encouraged to identify needs, propose ideas, initiate outreach, organise campaigns, collaborate with peers, and participate in community engagement. This gradual transition from teacher-facilitated participation to student-led action strengthens leadership, agency, decision-making, collaboration, and accountability, while ensuring that the initiative continues to evolve organically.
- **Highly Replicable:** The Kindness Project offers a simple, scalable, and low-cost model that can be adapted by schools across different contexts, including low-resource settings. It requires minimal infrastructure or specialised resources; its success is driven by thoughtful planning, student ownership, community



partnerships, teacher facilitation, and a culture of compassion. Schools can adapt the model to their own communities by identifying local needs and designing age-appropriate acts of service.

Overall, the initiative's strength lies in its ability to combine curriculum, character, community, and action into one sustainable learning model—making kindness not an occasional activity, but an enduring part of school culture and student identity.



LEARNING PATHS SCHOOL

Category

Excellence In Experiential Learning

Name of the Initiative

Collective Action Towards Transformation

Description of the Initiative

CATT – Collective Actions Towards Transformation is an experiential learning initiative designed to move students beyond being consumers of knowledge to becoming creators of solutions and changemakers. Rooted in the belief that “we are not building a school, we are building an institution,” CATT creates a structured ecosystem where students develop agency, advocacy and the capacity to address real-world challenges.

At the heart of CATT is the student agency. Students are encouraged to identify problems that matter to them, make choices, ask questions and take ownership of solutions. The journey begins with small acts of choice and voice and gradually develops into confidence to speak up, solve problems and advocate

for meaningful change. Students work on authentic issues connected to the Sustainable Development Goals (SDGs), enabling them to understand global challenges while exploring what these issues look like in their own communities.

CATT also redefines the role of the teacher. Teachers move from being directors of learning to becoming facilitators, mentors and co-learners. They create safe spaces, ask probing questions, guide reflection and build students’ capacity to become independent changemakers.

The initiative follows a Human-Centred Design Thinking and Innovation process—Empathise, Define, Ideate, Prototype and Reflect. Students understand people and contexts, identify real problems, generate multiple possibilities, test ideas and continuously improve their solutions. The underlying philosophy is “Fail → Learn → Improve → Make Impact,” making iteration and reflection integral to learning.

CATT is also conceived as live action research. Students and teachers learn by doing, observing, reflecting and improving. Documentation, rubrics, templates, partnerships and implementation

processes help transform individual experiences into institutional knowledge.

The initiative aims not merely to produce successful projects, but to build sustainable systems that can outlast individuals. A key outcome is therefore the development of a replicability kit containing frameworks, tools, case studies, implementation roadmaps and adaptable practices that can be used in other school contexts.

Through CATT, students develop empathy, problem-solving, confidence, collaboration, advocacy and leadership. What begins as a small classroom action can evolve into a larger movement for social impact.

CATT therefore represents a shift—from projects to purpose, from participation to agency, and from individual action to institutional transformation.

Impact

The impact of CATT — Collective Actions Towards Transformation — is most visible in how students have moved from classroom learning to real-world action, community engagement and sustained change. In its second year, community impact rose from 2,500 to 7,023 people engaged across school and neighbourhood settings.

Student Projects and Community Action The projects show student agency translating into tangible outcomes. VrikshMitra gifted 420 saplings on student and teacher birthdays, while Kaagaz recycled 45 kg of paper into more than 200 products and ranked among the Top 20 winners of Global Recycling Day, earning a \$500 prize. Commuto, a student-designed carpooling app built by Class 10 students, won second position at the international level of the Rise4SDG Challenge. Other initiatives included book donation drives, recycling broken crayons, converting waste into manure, addressing food wastage, women's empowerment through street theatre, gender-equality awareness and community outreach.

Institutional Embedding Impact has also extended into everyday institutional practice. The school almanac introduced a column recognising homemakers, and

mothers' names were added alongside fathers' on ID cards. Student-led drives collected 30+ kg of rations, while students explored solutions such as a health-vitals chatbot and low-cost water filters. HydroXgreen students progressed from identifying a sustainability challenge to conducting research at the Indian Institute of Nano Science and Technology (INST) on producing hydrogen using sunlight, going on to win the School Innovation Marathon. Team Falamrit added a further win at the national level.

Learning Impact Pre- and post-assessment data reflect strong learning gains: understanding of social justice and advocacy rose from 14.6% to 28.1%, and understanding of the SDGs increased from 8.7% to 29.7%. Self-review data showed 85-86% of students strongly understood their project's problem, while 63.4% could objectively reflect on themselves, their peers and their projects.

Recognition and Accolades CATT's growth is matched by external recognition. Learning Paths School was recognised internationally for fostering global citizenship education (2024-25) and awarded by the Global Citizenship Foundation the same session, alongside its earlier UNESCO-MGIEP recognition as a Global Citizenship School. Principal Ms Vandana Saxena and Ms Sweetie Rastogi (teacher) each authored articles on sustainability in education for The Mentor.

Most importantly, CATT has moved from being a Classes 9-10 initiative to reaching Class 5, with its practices embedded through the CBSE-certified Design Thinking & Innovation subject. Together with benchmarking against Ashoka and LPS attributes, this shows CATT evolving from a project-based intervention into a scalable model for developing changemakers.

Our students discovered that true innovation is a marathon, not a sprint. They encountered setbacks with grace, embraced constructive feedback, and continually iterated on their ideas and designs until they evolved into meaningful solutions. This journey of perseverance not only strengthened their projects but also forged more confident, creative, resilient, and reflective problem-solvers.

The journey culminated in Changemaker Day, where Changemaker Badges were presented to 10 students in Year 1 to 42 students in Year 2 who demonstrated exceptional dedication and sustained action towards their chosen SDGs.

The event became a vibrant celebration of student voice and agency—from a high-energy Changemaker Rap and thought-provoking plays, to a powerful women empowerment monologue, a self-composed song on managing emotions, and a human chain symbolising collective action and unity. These diverse expressions brought the SDGs to life, demonstrating that changemaking can take many forms and that every student has a unique voice, talent, and pathway to create impact.

Sustainability, Scalability & Replicability

CATT's distinctiveness lies in building student and teacher agency together—never one at the cost of the other. It is grounded in the belief that children grow best through freedom within structure. Students choose authentic problems, exercise their voice, make decisions and take action, while teachers move from directing learning to becoming facilitators, mentors and co-learners. Rather than providing solutions, teachers use driving questions to help students think, test, question and improve—particularly significant in Classes 9 and 10, where academic pressure can often narrow learning to marks.

The model operates through a continuous double loop: student agency → teacher mentorship → community feedback → reflection → improved action. Journals, peer and self-review, prototypes and real-world interactions make reflection integral to the learning process. This depth has also changed adult practice. In Year 2, mentor behaviour shifted from competition towards collaboration, while group formation evolved from open SDG choice in Year 1 to house-based structures in Year 2, creating greater structure while helping students move towards locally grounded and actionable SDG challenges.

CATT is rooted in lived experience, not theory. Before joining LPS, our Principal led a low-resource school

where students proposed a zero-cost banana grove to help ensure that no child went hungry—an initiative recognised by Ashoka and featured on India Today in 2019. That philosophy of simple, low-cost and replicable action continues through CATT initiatives such as VrikshMitra, where students gift saplings on birthdays.

Importantly, we did not prescribe the outcomes; three years of student choice revealed them. SDG 3 projects increased from 7.4% to 13.5% to 19.4%, with students increasingly focusing on water, waste and land. SDG understanding rose from 36% to 75%, while more than 7,000 community members were reached. The 19.4%—six projects in one school—is treated as a signal for further investigation, not proof of a universal trend.

CATT's scalability is therefore being built deliberately through live action research and documentation. Our roadmap is to close the three-year dataset and establish a baseline by December 2026; test one shared indicator across 4–6 schools in 2027; and publish the findings, including null results, alongside an open replicability kit in 2028.

Scaling has already begun: this year, LPS is mentoring one private and one government school, while seven schools have visited to observe the process.

A programme that is praised remains one school's success. A programme that is adopted becomes a system. CATT's next step is to invite schools to test, adapt and strengthen the model—and to publish what happens.

Our 3-year strategic roadmap outlines a progressive journey from foundation to self-sustaining scale:

- **Year 1 (Built – The Seed):** Establish CATT within LPS, developing basic tools, shifts to co-learning roles, and initial partner connections.
- **Year 2 (Tested & Expanded – The Tree):** Pilot CATT across partner schools, refining Version 1.0 alongside broader community engagement.
- **Year 3 (ongoing-Own & Replicate – The Forest):** Finalize the CATT kit and empower an ecosystem of 5+ schools operating independently.





SETH ANANDRAM JAIPURIA SCHOOL VASUNDHARA, GHAZIABAD

Category

Excellence in Experiential Learning

Name of the Initiative

Learning Beyond Boundaries: From Knowing to Doing

Description of the Initiative

Learning Beyond Boundaries is a whole-school experiential learning approach that connects curriculum with authentic, real-world experiences. Built on the belief that learning begins when a child moves from “knowing” to “doing”, the initiative enables students to experience, explore, apply and reflect, moving learning beyond information acquisition towards meaningful application in real-life situations.

Systematically strengthened over the past two years, the initiative extends from pre-primary to Grade XII, with over 95% of students participating in curriculum-integrated experiential learning. It is embedded across Science, Mathematics, Languages, Social Sciences,

Commerce, Humanities, ICT, Arts, Sports and Life Skills.

Experiential learning is facilitated through experiments, projects, simulations, role plays, field experiences, research and presentations, with each experience linked to a defined learning outcome or real-life context. Students are encouraged to question, investigate, create, collaborate and reflect, while teachers function as facilitators and learning designers who guide discovery rather than simply provide answers.

Signature experiences include No More Traffic, where students explore urban traffic challenges and develop AI- and technology-based solutions; Berlin Style German Café, which brings language, culture and communication alive through authentic roles and interactions; Moot Court & Law in Action, where students analyse cases and experience courtroom simulations; Playnomics, which applies mathematical and economic concepts through practical decision-making; and AI Odyssey, which combines AI, creativity and design thinking to address real-world challenges. Nature Walks promote direct observation and

environmental awareness, while the Reading Duo and Cambridge Podcast Series strengthen communication, research, collaboration and creative expression. The Global Classroom and University Interaction Series further connects students with global perspectives, experts and higher-learning environments.

Learning also extends beyond academics. Students develop leadership through assemblies and Investiture Ceremonies; communication through MUNs, TEDx, Youth Parliament and literary platforms; teamwork and resilience through sports and cultural activities; and social responsibility through sustainability initiatives, reading drives, donation campaigns and community outreach.

Assessment is embedded through authentic tasks, projects, presentations, observation, rubrics and reflection. Students are encouraged to reflect on what they learned, how they learned it and where they can apply it. Collaborative planning and common assessment practices promote consistency across grades and subjects.

Through this approach, classrooms, laboratories, ATL-The Invention Centre, studios, language labs, sports spaces and outdoor environments function as interconnected learning spaces. The initiative seeks to prepare students not merely to answer questions, but to identify problems, ask meaningful questions and create solutions.

Impact

Learning Beyond Boundaries has contributed to a shift from passive to active learning, with students increasingly questioning, investigating and finding their own ways to understand concepts. Learning has become more participative and purposeful, with students becoming more comfortable exploring multiple possibilities, experimenting, revising ideas and learning through failure.

Students demonstrate a stronger ability to connect classroom knowledge with real-world applications. Mathematical calculations, scientific principles, language skills, economic concepts and social issues

are increasingly understood through situations that reflect everyday life and future workplaces.

The initiative has also strengthened student ownership of learning. Students take greater responsibility for planning, executing and presenting their work, making choices, dividing responsibilities, managing timelines and taking ownership of outcomes. Evidence of learning has consequently expanded beyond conventional assessments to include prototypes, presentations, performances, investigations, arguments, podcasts, reflections and solutions.

Collaborative experiences have strengthened listening, negotiation, empathy, teamwork and respect for diverse ideas, while hands-on learning has provided students with opportunities to experiment and view failure as feedback for improvement. Students are also developing future-ready skills including problem-solving, communication, initiative, adaptability and decision-making.

Reflection has become an important part of the learning process, with students encouraged to consider what they learned, what challenged them and what they could do differently. The confidence developed through experiential learning is reflected in participation in competitions, innovation projects, leadership platforms, global opportunities and scholarships.

Overall, the initiative has contributed to a broader cultural shift—from completing learning to experiencing it, from reproducing answers to creating possibilities, and from preparing students solely for examinations to preparing them to engage with the wider world.

Sustainability, Scalability & Replicability

Sustainability: Learning Beyond Boundaries is progressively embedded within lesson planning, departmental plans, assessments and student development programmes rather than being dependent on a particular event, teacher or academic year. Teacher development and collaborative planning support continuity across academic cycles,

while student work, successful practices and learning resources are documented and shared to create an evolving repository for future cohorts. Continuous reflection on what worked, what students learned and what can be improved keeps the model dynamic.

Scalability: The model can expand from a single classroom to an entire grade, department or school-wide initiative. Experiences can be adapted according to age—from exploration and play in the early years to independent research, innovation and problem-solving in senior grades. The same framework can support smaller classroom experiences as well as interdisciplinary projects involving multiple subjects, teachers and student groups. Technology, AI, digital platforms and existing school facilities further enable the range and depth of experiences to grow.

Replicability: The initiative is designed as an adaptable model rather than a fixed formula. Schools

do not require specialised infrastructure to begin; a classroom, local issue, community resource or simple question can become the starting point. The Experience → Explore → Create → Reflect approach provides a framework that teachers can adapt to their curriculum, learner needs, available resources and local context.

The approach is further sustained through a wider learning ecosystem involving students, parents, school leadership, experts, universities and the community. Partnerships and real-world interactions introduce new perspectives and challenges, while students themselves become carriers of the learning culture by sharing ideas and experiences with younger cohorts. In this way, Learning Beyond Boundaries is designed to remain sustainable in practice, scalable in reach and replicable in spirit.





CITY MONTESSORI SCHOOL, KANPUR ROAD CAMPUS LUCKNOW

Category

Excellence in Future-Ready Skills

Name of the Initiative

STEAM & Advanced Research Initiative

Description of the Initiative

Guided by our school vision, **“Education for Life”**, we believe in equipping students with skills needed to navigate an unknown and rapidly evolving future. We have adopted a whole-school approach that integrates experiential and project-based learning, critical thinking, problem-solving, collaboration, technology, and real-world application across the curriculum, ensuring future-readiness becomes an integral part of every learner’s educational journey.

❖ School-wide approach

To ensure implementation across grades, we created a centralised digital repository of lesson plans, resources and assessment tools. Faculty capacity was strengthened through continuing professional

development and mentorship from academic and technology experts. Competency-based case study assessments implemented across all grades, external agencies employed to train teachers, and OMR sheet analysis to identify learning gaps, resulting in an institutional model in which future-ready skills are embedded.

In collaboration with Google DeepMind and FabInc, Google Gemini’s Guided Learning was used as an AI tutor – students in treatment STEM classes experienced teacher facilitation, baseline and endline assessment focusing on questioning, reasoning and responsible technology use rather than accepting AI-generated responses uncritically. For the last two years, advanced maths has been taught to selected G&T by school teachers, covering IGCSE maths.

❖ Surge in scientific temperament

The STEAM & Advanced Research Initiative saw a shift in students – from being passive users of technology to confident creators. The idea gained momentum when one of our alumni, an IRIS participant, provided mentoring to students interested in school-level

research and our senior students visiting the research laboratories of AKTU.

❖ **A Big Leap – Innovation and Incubation Cell - Industry Connect**

Seeing our students’ interest, we started **IIC**, integrating computational thinking, artificial intelligence, robotics, research, design thinking, and entrepreneurship. After orientation sessions, interested students underwent an internal selection process focusing on **analytical ability, aptitude and attitude towards research** followed by a **10-day Research Skill Development Programme**. Cohorts supported by stages of literature study, methodology development, execution, analysis, writing and revision.

External reviewers visiting the Cell have particularly commented on the unusual level of research exposure available within a K-12 setting and on the students’ growing ability to communicate their work, analyse questions critically, acknowledge limitations and defend arguments using evidence.

The first cycle resulted in **seven complete research** projects, several of which progressed to major external platforms, including one selection for IRIS, two selections for INSEF and one project reaching the Young Innovators Programme at IIT Kharagpur. **Sustainability through a layered mentoring culture rather than dependence on a single mentor or external agency.** This creates a co-working culture in which teachers, senior students, alumni, external experts and new researchers contribute at different stages, making the next cycle increasingly self-sustaining.

❖ **Embedded in the school timetable**

Approx. 500+ junior students participate in structured robotics and computational-thinking sessions, learning circuit design, basic programming logic, problem decomposition, testing, and debugging through hands-on tasks during hobby classes embedded in the timetable.

In Classes IX-XII, students from all academic streams enrol in AI and robotics clubs, develop prototypes, and receive awards at the national level. Robotics and AI is also taught as a subject.

Impact

❖ **Whole School Impact**

The initiative has created a ripple effect – change in teachers’ approach, student participation, engagement, skill development, academic achievement, increased confidence in logical reasoning, collaboration, presentation, and independent problem-solving. Students can now explain not only what their projects do but also why and how their solutions can be improved.

Even our Primary students are engaged in Project Based Learning and on a project ‘Eco-packaging and soft landing Challenge’ in the STEAM Lab.

❖ **Mathematics Intervention**

There is also visible improvement in conceptual understanding and academic performance, leading to a soaring number of students participating in and winning medals in international Singapore and American Mathematics competitions.

SESSION	TOTAL PARTICIPANTS	GOLD	SILVER	BRONZE	HONORABLE MENTION
2024-25	325	0	5	34	26
2025-26	516	26	74	116	48

The Gemini AI guided learning approach has developed future-ready competencies in students. AI training sessions on prompt engineering, CBQ creation, assessment designing, and teaching strategies have shown visible evidence of improved classroom transactions and learning outcomes.

Student work has progressed to the inclusion of research, inquiry-led activities and logical presentation in student-led clubs being run in school, leading to consistency.

Our grade XI students participated in THE HANDS-ON workshop, 'PREP' Physics from researcher's point of view, and are now ready to mentor other students, leading to consistency.

✦ Beyond School - impacting future

Among many of our successful projects, a few related to health and environment received high appreciation.

In the Young Innovator's Programme, Tanmay Kumar and Divyansh Kumar were selected among the top 30 participants for PlastiScan, a project exploring computational approaches to microplastic detection in the human body.

A student team comprising Prasoon Pandey, Harshvardhan Singh, and Saksham Yadav secured first position in the National Level STEAM Innovation League for RCO₂, a research-based project aimed at reducing vehicular carbon dioxide emissions. The design-patent process for the project is underway with sponsorship from STEM Robo Technologies.

Two of our teams won bronze medals at the Indian Science and Engineering Fair (INSEF). Arjun Vijay Prakash and Harnoor Kaur got recognised for their research on MEN2 Predictor: Rare Disease Machine Learning Pipeline.

Saksham Yadav and Ananya Sharma were recognised for their research on early prediction of Alzheimer through computational methods. We have also established a track record of sustained, multi-year success.

For two consecutive years, our students have been selected for prestigious residential programmes

like the Anveshana Prayoga Research Fellowship and the Research Science Initiative (RSI) India, with one student, Shashwat Mishra, notably winning the Best Chemistry Paper Award at RSI. Both of these programmes helped the students to develop their self-reliance capabilities and made them better researchers.

Additionally, our student Arjun Vijay Prakash secured a spot at the Lodha Genius Ashoka University programme for a month-long residential research programme.

✦ Beyond awards

An institutional culture of innovation. Students from different streams work collaboratively, take responsibility for project planning, and engage more in sustainable, collaborative preparation, with targeted external competitions and also in student-led other clubs.

Improvement in students' performance in examinations and advanced math assessments is already documented. **PISA test results too were encouraging.**

Sustainability, Scalability & Replicability

This initiative is **self-sustaining** in the long term. Sustainability is based on three pillars: Skilled faculty, timetable integration and documented systems. We reduced dependence on expensive external vendors and fostered sustainable capacity for computational thinking through AKTU-supported In-House training.

Continuous faculty development supported by external academic and technology mentors, follows a train-the-trainer model to build in-house capacity in coding, AI, robotics, research, and project-based learning. Regular PLCs held – both vertical and horizontal. Middle-level leadership, subject heads, AI champions, and use of technology for data analysis through IT assistants all work in sync.

✦ Strong documentation and data analysis for progress review

A centralised digital repository containing lesson

plans, activity guides, project briefs, safety protocols, and examples of student work ensures consistency and prevents dependency on any one staff member. A strong IT department supports and trains teachers.

✦ Student mentorship - cascading effect

In the Innovation and Incubation Cell, the AI and Robotics Laboratory, specialist experts continue to be engaged strategically for advanced exposure, but the regular programme is increasingly managed by student leaders and trained faculty. The programme is sustained through weekly practical sessions; regular reviews of student participation by teacher-mentor, project progress, competition outcomes, and learning evidence help the school refine the programme regularly. An internal test was conducted to enrol students into the programme. For example, Class XI students who participate in specialised workshops, such as “Physics from a researcher’s point of view”, are actively utilised to mentor junior students. This senior-to-junior knowledge sharing took learning beyond classrooms across platforms like the International Youth Math Challenge (IYMC), the International Robotics Olympiad (IRO) and the Ramanujan National Maths Challenge.

The model can be applied across schools/campuses, streams and grades. It has a clear progression. Middle school students start with computational thinking, visual programming and circuit learning. Senior students move on to projects including Python, AI, robotics, IoT, research, digital fabrication and entrepreneurship. There are multiple entry points – clubs, workshops and innovation challenges – which invite learners with different levels of prior knowledge.

The initiative is replicable in schools with varied resources. A school can begin without an advanced laboratory - with one trained teacher, a weekly activity period, and shared resource platform. Essentials include affordable robotics/ electronics kits, free coding platforms, a basic project rubric, and a small pilot group. As capacity grows, the school can add an innovation cell, partnerships with universities/local industry, advanced tools, research mentorship, and external competitions.

This model shows that future-ready skill development depends also on a structured learning pathway that connects technology with inquiry, ethics, collaboration, design, and real-world problem-solving. The initiative offers an adaptable blueprint for integrating computational thinking and innovation into mainstream education by faculty development, practical learning, student mentorship, and documentation.





HERITAGE INTERNATIONAL XPERIENTIAL SCHOOL

Category

Excellence in Future Ready Skills

Name of the Initiative

Maker-Centered Innovation Ecosystem at HIXS that spans from Early Years to Grade 12 and transforms students from consumers into creators

Description of the Initiative

At HIXS, future-ready learning is rooted in a simple belief: **students should not only consume knowledge and technology; they should have the confidence, skills and agency to create with them.** Maker-centred learning and design thinking are embedded as pedagogical practices across the school, enabling students to become product and solution builders.

The initiative is built around three interconnected pillars: **Maker Empowerment, Maker Skills and Maker Design.** Maker Empowerment develops creative confidence and agency, encouraging students to question, imagine possibilities and believe that they can contribute to meaningful change. Maker Skills build the technical and disciplinary

capabilities required to turn ideas into reality, spanning STEAM, coding, electronics, robotics, digital fabrication and other maker practices. Maker Design introduces students to human-centred design, enabling them to understand needs, generate ideas, prototype, test, iterate and create solutions for authentic problems.

This philosophy translates into a **progressive K-12 learning pathway**, with structured weekly Makerspace experiences from Early Years through Grade 12. HIXS provides dedicated maker environments, including two Primary Maker Labs and a large Senior Maker Lab, alongside curriculum-integrated projects, innovation challenges, clubs, capstone experiences and enrichment programmes.

Students encounter an increasingly sophisticated range of possibilities as they progress through the school—from tinkering and exploration to designing, engineering and independently developing solutions. Experiences include AI, robotics, machine learning, creative coding, app development, electronics, PCB design, digital fabrication, woodworking, Go-Kart engineering, mathematical making, textile crafts, sustainable design and entrepreneurship.

A defining feature is that making is **not positioned**

as an isolated co-curricular activity. Educators are supported in embedding design thinking into curriculum design through workshops, modules and bootcamps in design thinking and maker engineering. Students apply these capabilities through interdisciplinary and real-world challenges, exhibitions and prototype development.

The ecosystem deliberately creates space for **student voice, choice, experimentation and productive failure.** Students are encouraged to test ideas, learn from what does not work, refine their thinking and persist through ambiguity. This shifts the learning experience from passive knowledge acquisition towards creation, problem-solving and ownership.

Through this whole-school approach, HIXS seeks to develop not simply students who know how to use emerging technologies, but **confident creators, critical thinkers, collaborators and solution builders equipped to navigate and shape an uncertain future.**

Impact

The impact of the Maker-Centered Innovation Ecosystem is visible in the way students approach learning, problems and themselves as learners.

Maker learning is embedded within **Units of Inquiry and interdisciplinary learning**, allowing students to move from understanding a concept to questioning, designing, making and applying it. The Makerspace has become a place students actively look forward to—an environment where they can experiment, tinker, try again and learn from what does not work.

The impact is particularly evident when learning moves beyond the school. During a three-day Grade 6 visit to Sapno Ke Pankh NGO School, students observed challenges faced by their peers and recorded these through Problem Discovery Journals. Using the Design Thinking cycle, they moved from empathy and problem definition to ideation and prototyping. Back at school, they developed solutions including Micro learning games and prototypes for classroom organisation, with solutions intended for use by the NGO community.

This impact/mindset is also evident in **external competitions and real-world challenges.** Between April 2025 and March 2026, students tested their ideas and capabilities on increasingly demanding platforms:

- **VEX Robotics:** HIXS hosted VEX; three teams competed at regionals, two qualified for nationals, and one team progressed to the **VEX World Championship in the USA.**
- **RoboCup:** One HIXS team competed in Robo-Soccer at the Noida regional, qualifying for nationals and subsequently for **Asia Pacific.**
- **RoboCup Asia Pacific 2025, Abu Dhabi:** The team secured 6th position on a global platform.
- The students' journey to an international robotics championship also received **national media recognition**, demonstrating the growing visibility of HIXS student innovation beyond the school.

Student ownership is another visible marker of impact. Through APEX, a student-led club, learners curate programmes, plan sessions and define learning outcomes for their peers. They are not simply participating in a programme; they are designing learning experiences for others.

The deepest evidence comes through **student portfolios, culminations and reflections.** Students present their year-long journeys, articulating their ideas, challenges, iterations, failures and growth. Their ability to explain the thinking behind their work demonstrates increasing clarity, confidence, collaboration and ownership.

Impact is also visible in parent reflections. Families have begun to recognise that the value of making lies not only in the finished product, but in the process of questioning, experimenting, persisting and refining. In this way, the initiative has influenced not just what students make, but how students think—and how the wider community understands learning.

Sustainability, Scalability & Replicability

The sustainability of HIXS's Maker-Centered Innovation Ecosystem is rooted in a deliberate process: documenting learning from years of implementation and converting it into systems that can be reused, refined and scaled. This ensures that the ecosystem is not dependent on individual teachers, isolated projects or informal knowledge, but is embedded in the school's institutional practices.

A key outcome is the development of **Maker Playbooks and toolkits for teachers and students**. These capture proven processes, resources, pedagogical approaches and learning experiences across grades. They are living documents rather than static manuals. At the end of each academic year, they are reviewed through a structured process that draws on teacher feedback, student work, reflections, implementation evidence and programme learning. The findings inform revisions for the following year, creating a continuous cycle of improvement.

Our documentation ecosystem also includes **an annual programme calendar, school circulars and brochures**. These record the programmes offered, timelines, objectives, age groups and implementation details. They also document regular after-school programmes, carefully curated by age and interest, including **Bio Bots, Little Builders** and other hands-on maker experiences. This extends the learning journey beyond the formal timetable while keeping it structured, age-appropriate and aligned with the school's wider innovation goals.

Sustainability is reinforced through **defined, agenda-driven meeting structures** that enable teachers to collaborate, review evidence and improve practice. These meetings provide regular opportunities to discuss implementation, examine student learning, share challenges, identify patterns and plan next steps. By embedding collaboration and review into the school's operating rhythm, professional learning becomes continuous, collective and evidence-informed.

The ecosystem is **further supported by built-in teacher professional development**. Workshops,

modules, bootcamps and ongoing learning sessions help teachers remain current with the skills, tools, pedagogies and knowledge required for maker-centred learning. These structures build internal capability, support consistency across grades and enable teachers to learn from one another and respond to emerging needs.

Institutional continuity is also supported through annual school budgeting processes. Resources for maker programmes, materials, tools, professional development and implementation are considered within the school's yearly planning cycle. This reduces dependence on ad hoc funding or individual initiative and positions maker-centred learning as a sustained institutional priority.

Our **annual teacher retreat** provides protected time for reflection, renewal and strategic thinking. Teachers review current practices, examine what is working, identify areas for improvement and deliberate on the future direction of makers and maker-centred learning at HIXS. This collective reflection helps the ecosystem remain purposeful, responsive and future-oriented.

Scalability is enabled by a vertically mapped curriculum and skill-progression framework from Early Years to Grade 12. Maker skills and design thinking develop progressively with age, rather than depending on isolated projects or individual teachers. Design thinking and maker engineering are also established as one of HIXS's four vertical mastery strands, giving the work a defined place within the school's curriculum architecture.

We have also created **grade-wise repositories of lesson plans, resources and programme materials**. These repositories provide teachers with ready access to accumulated knowledge and reduce the need to recreate resources each year. Together with the playbooks, curriculum maps and professional development structures, they support continuity when teachers change roles or new teachers join the school.

The model is deliberately age-progressive. Early years experiences nurture curiosity, exploration and confidence with materials. Middle school experiences

deepen making, collaboration and design thinking. Senior school experiences provide opportunities for more independent application, problem-solving and design-focused work. This progression is reflected in HIXS's Wonder Hours, Genius Hours, senior design experiences and after-school programmes such as Bio Bots and Little Builders.

The result is an ecosystem that can **sustain beyond individuals, scale across grades and be replicated with increasing quality.** Playbooks, toolkits, curriculum maps, repositories, annual calendars, school communications, collaboration structures, review meetings, professional development systems, budgeting processes, teacher retreats and annual review cycles ensure that experience becomes institutional knowledge—and that institutional knowledge becomes a resource for the next generation of learners and teachers.





MERU INTERNATIONAL SCHOOL HYDERABAD

Category

Excellence in Future Ready Skills

Name of the Initiative

MCLAP – Meru Career-Readiness, Leadership & Life Skills Academic Enrichment Programme

Description of the Initiative

MCLAP is Meru International School's structured approach to preparing students for a rapidly changing world by developing competencies that extend beyond academic achievement. The programme integrates career readiness, leadership, life skills, entrepreneurship and financial literacy into the student journey, enabling learners to progressively build the confidence, knowledge and skills required to navigate real-world challenges.

A defining strength of MCLAP is its age-appropriate progression of learning. In the foundational years, students develop communication, self-awareness, leadership and an understanding of their strengths,

interests and future possibilities. As they progress through the grades, learning becomes increasingly application-oriented, with students developing decision-making, financial awareness, career awareness and independent thinking. By Grades 5-12, entrepreneurship becomes a structured learning strand, progressively taking students from identifying problems and empathising with users to ideation, solution development, prototyping, business modelling, pricing, financial viability and pitching. This progression ensures that students build competencies cumulatively rather than encountering them as isolated activities.

The culmination of this entrepreneurial journey is Meru Pravinya, the school's flagship innovation and entrepreneurship platform. Students apply their classroom learning to contemporary real-world challenges, develop ideas and prototypes, work collaboratively, receive mentorship, and present their solutions before expert juries. Pravinya has evolved with emerging needs, incorporating themes such as social impact, artificial intelligence, robotics, sustainability and responsible innovation.

The scale of engagement demonstrates the growing influence of this approach. Participation increased from 186 ideas in 2024 to 247 ideas in 2025. The learning experience is further enriched through AI and App Development workshops, Robotics sessions, industry mentoring and exposure to innovation ecosystems at IIT Hyderabad, IIIT Hyderabad and ISB Hyderabad.

Thus, MCLAP creates a continuous pathway from self-awareness and foundational life skills to leadership, financial capability, entrepreneurship and innovation, culminating in students applying these competencies to create solutions for real-world problems. It is this progression—from learning skills to applying skills to creating impact—that defines MCLAP's approach to future-ready education.

Impact

MCLAP has created a measurable shift in how students perceive their role as learners—from acquiring knowledge to identifying problems, designing solutions and creating social value. This transformation is most visible through Meru Pravinya, where entrepreneurship learning culminates in student-led innovations addressing contemporary community and societal challenges.

The scale of participation has grown significantly. In 2024, 1,117 students developed 186 ideas, while in 2025, more than 1,300 students developed 247 ideas, representing a 33% increase in student innovation output. More importantly, the ideas increasingly demonstrate empathy, interdisciplinary thinking and a clear intent to address real-world needs.

For example, Her Harmony addresses menstrual-health awareness and stigma by developing educational resources, awareness sessions, wellness products and the PadPower initiative for underserved communities. Community Bio-Compost - Transforming Waste into Wealth, Enriching Communities Naturally applies entrepreneurial thinking to waste management and community sustainability. Gesture Link proposes a glove that translates sign language into speech, seeking to enable individuals with speech disabilities

to communicate more independently. SensaGrow combines AI, sensors, solar irrigation and disease detection to support farmers, improve yields and reduce costs.

These projects demonstrate that students are applying design thinking, research, technology, financial understanding, collaboration and communication to problems beyond the classroom. Their participation in AI and App Development workshops, Robotics sessions, expert mentoring and exposure to innovation ecosystems at IIT Hyderabad, IIIT Hyderabad and ISB Hyderabad further strengthens this learning.

The impact therefore extends across three levels: individual capability, community relevance and institutional culture. Students develop greater confidence and entrepreneurial agency; their ideas respond to social, environmental and economic challenges; and the school increasingly functions as an ecosystem where young people are encouraged to become responsible innovators and contributors to a better society.

Sustainability, Scalability & Replicability

MCLAP is designed for sustainability because future-skills development is embedded within the school's academic enrichment structure rather than dependent on isolated events. Its strongest feature is the integration of entrepreneurship and financial literacy with mainstream academic learning, enabling students to repeatedly apply these competencies across different subjects and real-life contexts.

For example, in an interdisciplinary Science-Financial Literacy-Entrepreneurship lesson on the Water Cycle, students first understood evaporation, condensation, precipitation and groundwater, then examined the economic cost of water purification and distribution, and finally identified water-related problems and proposed sustainable solutions. This approach demonstrates that entrepreneurship and financial literacy can be naturally integrated into subject learning rather than taught in isolation.

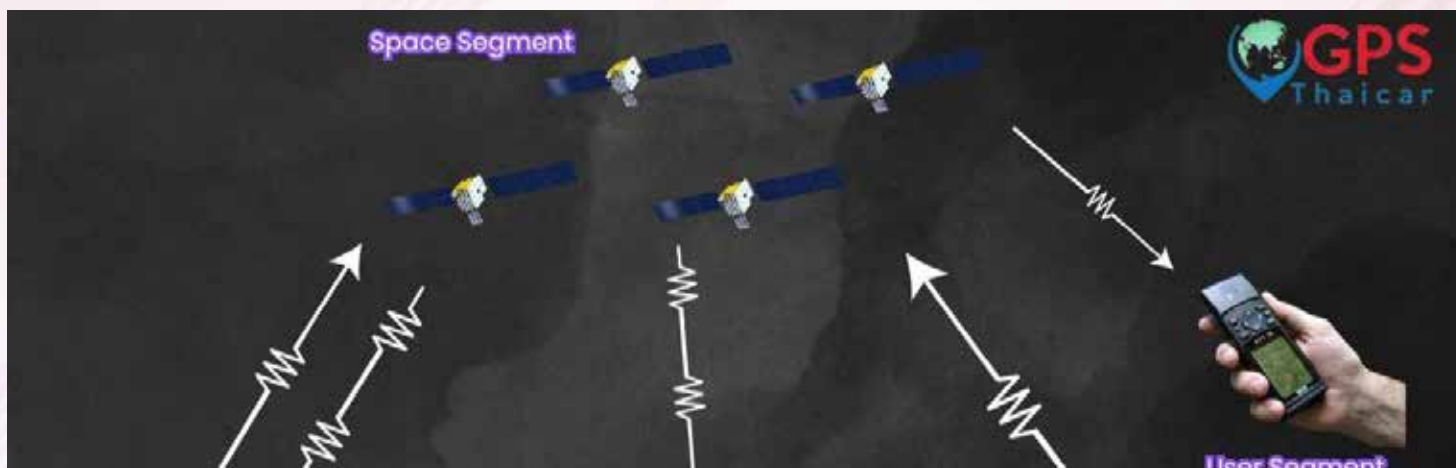
The model is scalable because the same learning framework can be adapted across subjects, grades

and student contexts using structured lesson plans, learning objectives, activities, assessment rubrics and evidence of learning. The skills remain consistent while the application changes according to the subject and community problem.

Meru Carnival provides a powerful example of this scalability in practice. Students converted classroom entrepreneurship learning into a student-led business environment with 55 stalls, covering handmade products, games, food and beverage, creative services and interactive experiences. Students independently applied costing, budgeting, pricing, marketing, inventory management, customer engagement, sales tracking and profit analysis. This demonstrated that entrepreneurship learning can scale from classroom activities to authentic commercial experiences involving large numbers of students.

The model is also replicable across campuses because its core methodology does not depend on a specific project, product or event. Curriculum integration, common learning frameworks, teacher facilitation and experiential platforms can be reproduced while allowing each campus to select locally relevant problems, products and entrepreneurial opportunities.

Thus, MCLAP combines a standardised pedagogical framework with contextual flexibility, making it sustainable within the curriculum, scalable across student cohorts, and replicable across campuses.



GOVERNMENT HIGH SCHOOL HARTARYAN ZONE TIKRI DISTRICT UDHAMPUR STATE JAMMU AND KASHMIR

Category

Excellence In Future Ready Skills

Name of the Initiative

SMART CELLULAR IoT based vehicle key with GPS and emergency calling

Description of the Initiative

i) Materials Used for the Construction of the Exhibit

The following materials and components were used in the development of the Smart Cellular IoT-Based Digital Vehicle Key:

- MOBILE PHONE MOTHERBOARD
- GSM/SIM Module
- GPS Module
- SPEAKER
- Lithium-ion Battery and Charging Module
- Vehicle Key Casing/3D Printed Enclosure

- Connecting Wires
- Switches and Electronic Components
- Mobile Phone for Communication and Tracking

ii) Construction and Working of the Exhibit/Model

Construction

The exhibit consists of a compact electronic circuit integrated within a vehicle key casing. A GSM module with an active SIM card and a GPS module are connected to a microcontroller. A buzzer is also connected to provide an audible alert. The entire system is powered by a rechargeable battery.

Working

The Smart Cellular IoT-Based Digital Vehicle Key operates in two modes:

Indoor Search Mode:

When the key is misplaced inside the house, the user calls the SIM number installed in the key. The GSM module receives the call and activates the buzzer, producing a sound that helps the user locate the key quickly.

Outdoor Tracking Mode:

If the key is lost outside the home, the GPS module determines its geographical coordinates using satellite signals. The location information is then sent to the user's mobile phone, enabling real-time tracking of the key.

Thus, the system provides a simple and effective solution for locating lost vehicle keys both indoors and outdoors.

iii) Applications

- Locating lost vehicle keys
- Tracking misplaced keys during travel
- Monitoring valuable personal belongings
- Enhancing security and convenience for vehicle owners
- Useful for elderly people and individuals who frequently misplace keys

Impact

The Smart Cellular IoT-Based Digital Vehicle Key can have a significant positive impact on daily life by providing a simple, smart and reliable solution for locating misplaced vehicle keys.

- **Saves Time:** Helps users quickly locate misplaced keys instead of searching manually for a long time.
- **Useful During Emergencies:** Quick key locating can be particularly helpful when a vehicle is urgently required.
- **Reduces Financial Loss:** Helps prevent expenses associated with replacing lost vehicle keys.
- **Improves Security:** Location-tracking capability can help users monitor the whereabouts of the key.
- **Supports Elderly People:** Makes it easier for elderly persons and people who frequently misplace belongings to locate their keys.
- **Promotes Smart Technology:** Demonstrates the practical use of GPS, cellular communication and IoT in solving everyday problems.

- **Potential for Wider Applications:** The same technology can be adapted for tracking bags, luggage, important equipment and other valuable belongings.

Overall, the innovation can improve convenience, safety, time efficiency and security while encouraging the use of smart and connected technologies for solving real-life problems.

Sustainability, Scalability & Replicability

Sustainability

The Smart Cellular IoT-Based Digital Vehicle Key is designed using commonly available electronic components and a rechargeable battery. The system can be maintained and repaired easily by replacing individual components instead of the complete device. The use of a rechargeable battery reduces the need for frequent battery replacement. The concept can also be further developed using low-power electronic components to increase battery life and reduce energy consumption.

Scalability

The basic concept can be expanded beyond vehicle keys to create smart tracking devices for bags, school equipment, luggage, important documents, bicycles and other valuable belongings. The system can be developed in different sizes and configurations according to the user's requirements. With mass production and locally available components, the cost of the device can potentially be reduced, making it affordable for a larger number of users.

Replicability

The model uses standard and easily available electronic components such as a GSM/SIM module, GPS module, rechargeable battery, buzzer and controller. Therefore, the innovation can be reproduced by students, schools, innovators and local manufacturers with basic electronics knowledge. The design can be modified according to different applications while retaining the same basic working principle.

Overall, the innovation has good potential for long-term use, large-scale adoption and replication, and can be developed into a low-cost smart tracking solution for everyday belongings.





ZPHS ANNOJIGUDA

Category

Excellence in Future Ready Skills

Name of the Initiative

FM Radio (Fun and More)

Description of the Initiative

The initiative was introduced to address the limited opportunities available for students to develop communication, creativity, confidence, collaboration, leadership, and other future-ready skills beyond academics. While classroom learning provided a strong academic foundation, students needed a structured and inclusive platform to discover their talents, express their ideas, build confidence, and actively engage with their peers. The school therefore adopted a school-wide skill development framework integrated into the academic calendar to ensure that learning extended beyond textbooks and examinations.

Skill-based activities were systematically embedded across subjects and co-curricular programmes through classroom projects, student clubs, exhibitions,

quizzes, debates, cultural programmes, sports, competitions, and talent showcases. These activities encouraged students to apply their knowledge in real-life situations, work collaboratively, communicate effectively, solve problems, and take responsibility. The framework was implemented across all grades, ensuring that every student received meaningful opportunities to participate rather than restricting activities to a selected group of high-performing students.

A key innovative component of the initiative was the introduction of School FM, a student-led radio platform. The platform provides students with a regular opportunity to communicate, perform, create content, and engage with the wider school community. Students independently take up roles such as anchors, presenters, quizmasters, news readers, storytellers, poets, and motivational speakers. They share educational information, current affairs, interesting facts, short stories, poems, quizzes, and messages on important themes. When time permits after lunch, additional students are invited to showcase their talents through speeches, songs, debates, role plays, and creative performances.

School FM also provides opportunities to promote

sustainability and responsible citizenship by sharing messages and activities related to environmental protection, waste management, water conservation, energy saving, biodiversity, and sustainable lifestyles. This helps students connect future-ready skills with real-world social and environmental challenges.

The initiative follows a student-led and inclusive approach, with activities planned through clubs, timetables, classroom activities, and special school events throughout the academic year. Students take ownership of planning, presenting, coordinating, and participating in activities, thereby strengthening their leadership and teamwork.

As a result, School FM and the wider skill development framework have created a more participatory, joyful, inclusive, and future-ready learning environment. Regular opportunities to speak, perform, collaborate, and lead have contributed to improved communication, confidence, creativity, teamwork, public speaking, leadership, and problem-solving skills, while encouraging students to become active, responsible, and environmentally conscious citizens.

Impact

The implementation of structured skill-based learning has resulted in a significant increase in student participation over the past two years. Earlier, student involvement was largely limited to a few school events and selected competitions. Today, over 90% of students actively participate in a wide range of academic, cultural, sports, and leadership activities throughout the year, creating a vibrant and inclusive learning environment. The number and variety of programs have expanded considerably, including subject clubs, School FM, project-based learning, reading campaigns, quizzes, exhibitions, debates, cultural programs, sports events, and innovation challenges. Student engagement has shifted from occasional participation to regular, structured involvement through weekly club activities, classroom projects, and continuous school-wide initiatives. Collaborative learning has increased through team projects, peer learning, club activities, and inter-house

competitions, enabling students to develop teamwork and leadership skills. Community engagement has also grown through awareness campaigns, cleanliness drives, plantation activities, and participation in district-level events, helping students connect classroom learning with real-life experiences. The initiative covers students across all grades and learning levels, ensuring equitable participation. Regular activities such as School FM, club meetings, assemblies, competitions, and project presentations demonstrate sustained student engagement rather than one-time events, contributing to continuous skill development.

Sustainability, Scalability & Replicability

The initiative is designed as a low-cost, sustainable, and easily replicable school-wide model that can continue beyond a specific project period or individual teacher. Its sustainability is ensured by integrating skill development activities into the regular academic calendar, school timetable, clubs, assemblies, and special events, rather than treating them as one-time programmes. School FM operates during lunch breaks, requiring minimal additional infrastructure, time, or financial resources. Existing school resources such as classrooms, microphones, speakers, mobile phones, and other available digital devices can be used, making the model affordable and practical for government and low-resource schools.

A key factor contributing to sustainability is the student-led nature of the initiative. Students are encouraged to take responsibility for anchoring, content creation, quizzes, storytelling, news presentation, debates, and other activities. This reduces dependence on teachers for every activity while developing student leadership and ownership. Teachers primarily act as facilitators and mentors, guiding students in planning, content selection, communication, and coordination. As senior students graduate, younger students can be trained to take their roles, creating a continuous student leadership pipeline.

The model is also highly scalable because it does not require expensive infrastructure or specialised

expertise. Schools can begin with a simple School FM format using existing audio equipment and gradually expand into structured programmes based on their resources. Activities can be adapted to different school sizes, grades, languages, and local contexts. The same framework can include sports, quizzes, cultural programmes, environmental campaigns, exhibitions, innovation challenges, and leadership opportunities, allowing each school to customise the initiative according to student needs.

The initiative is replicable across schools and districts because its core processes are simple and standardised. Schools can follow a basic implementation cycle: identify student interests, create activity groups, prepare a monthly or weekly schedule, assign student responsibilities, conduct activities, and document participation and outcomes. A simple handbook, activity calendar, student role structure, and sample School FM scripts can further support replication.

The model can also be strengthened through peer learning and mentorship, where schools that have successfully implemented School FM can support neighbouring schools. Digital platforms can be used to share student-created content, best practices, success stories, and innovative activities.

Overall, the initiative provides a cost-effective, student-driven and adaptable framework for future-ready and sustainable education. Its integration into existing school systems, minimal resource requirements, student ownership, and flexible design make it suitable for scaling from one school to clusters, mandals, districts, and wider school networks.





MOUNT ABU PUBLIC SCHOOL

Category

Excellence in Global Impact Leadership

Name of the Initiative

Global Citizens for Sustainable Futures

Description of the Initiative

Global Citizens for Sustainable Futures is Mount Abu Public School's whole-school Global Citizenship Education model, designed to move international learning from occasional exposure to sustained inquiry, collaboration, action and leadership. Initiated in 2020 and continuing as an institutionalised practice, the model connects learners from Early Years to Grade XII with international schools, diplomatic missions, UNESCO-linked organisations, educators and global experts.

The initiative addresses a central limitation of conventional international exposure: students may encounter another culture or country without necessarily developing sustained understanding or translating that experience into action. Mount Abu therefore created a hybrid ecosystem combining

curriculum integration, virtual exchanges, physical engagements, international dialogues, collaborative projects, SDG-linked inquiries and student-led campaigns.

Its key components include the self-curated SDG-integrated Global Citizenship Curriculum, UNESCO MGIEP Kindness Matters engagements, Climate Action initiatives, RiseUp4Peace initiatives, Global Citizenship Month activities, virtual exchanges, international guest interactions, sustainability campaigns and cross-border collaborative inquiries. These experiences are designed across age groups so that global citizenship is developed progressively rather than offered only to students who travel or participate in special programmes.

During the implementation period, students engaged with partners across countries including Taiwan, South Korea, Indonesia, Japan, Brazil, Czech Republic, Ukraine, Finland and Rwanda. Examples include the India-Taiwan Festival of Friendship, Global Insect Exchange, climate-action collaborations with Brazilian schools, Japanese pen-pal learning, Ukrainian cultural and peace programmes, Indonesian cultural learning and international dialogues and many more. The distinguishing feature is that partnerships are not

treated as isolated events. International interaction becomes the stimulus for a five-stage learning cycle: connect, learn, collaborate, act and lead. Students research global issues, learn with international peers, reflect on different perspectives, develop responses and communicate their learning. The model therefore transforms the school into an SDG Learning Lab in which global challenges become authentic contexts for inquiry, reflection, student agency and leadership, while ensuring that global learning remains accessible, continuous and connected to the school's educational purpose.

Impact

The initiative has created a measurable shift from limited, event-based international exposure to a whole-school, structured and sustained global learning ecosystem. There is 100% student participation in Global Citizenship initiatives, more than 22 active international collaborations and partnerships, more than 12 structured global engagement programmes annually, 100% curriculum integration of global themes and SDGs, and 100% teacher participation. The broader initiative has directly engaged more than 2,000 students and 200+ educators. The nature of engagement has also deepened. Students increasingly participate as collaborators rather than passive recipients. They research global issues, interact with international peers, present cultural knowledge, work on environmental questions, engage in peace education, communicate with diplomats and contribute to sustainability campaigns. The change is therefore visible not only in participation numbers but in the quality and purpose of participation. The programme portfolio demonstrates breadth with purpose. Students explored climate action with Brazilian schools; biodiversity through the Global Insect Exchange with Taiwan; intercultural understanding through India-Taiwan and India-Indonesia exchanges; peace and empathy through Ukrainian programmes; communication and writing through the Japanese pen-pal programme; and responsible consumption through Global Food Exploration. These examples show how international

relationships are converted into age-appropriate learning experiences and student outputs. Observable qualitative outcomes include stronger intercultural competence, empathy, communication, collaboration and leadership. Learners have evolved from participants to presenters, facilitators, advocates, speakers, conference contributors and changemakers. Student-led sustainability and community-action projects have expanded, while global citizenship has become visible in everyday school culture and decision-making. There is also evidence of sustained implementation: programmes are repeated, partnerships continue beyond single events, global projects are embedded in curriculum plans and school calendars, and student leadership structures support continuity across academic years.

The strongest evidence of impact is therefore not the number of countries or events alone, but the change in the learner's role: from audience to participant, from participant to collaborator, and from collaborator to young global leader capable of connecting local action with global challenges.

Sustainability, Scalability & Replicability

The strength of Global Citizens for Sustainable Futures lies in its institutional design: it does not depend on a single annual event, overseas trip or individual partnership. Global engagement is embedded into curriculum planning, school calendars, classroom experiences, student leadership and community action. The model operates through a hybrid architecture combining virtual collaboration with physical engagement. This makes international learning more accessible and cost-effective while reducing dependence on travel. Virtual exchanges allow learners to interact directly with peers across borders, while physical collaborations and diplomatic engagements add authenticity and depth. Sustainability is reinforced through long-term partnerships. The school's evidence records collaboration with international schools, embassies, ministries, UNESCO-linked organisations and global education networks. Partnerships across Taiwan, Indonesia, South Korea, Ukraine, Finland and other



countries extend beyond isolated cultural events into continuing educational interaction. The model is scalable because its essential infrastructure is educational rather than expensive: a curriculum framework, teacher facilitation, digital connectivity, international partnerships and student agency. A school can begin with one international partner and one SDG-linked inquiry, establish a repeatable cycle, and progressively develop a wider network. Replicability is strengthened by the modular nature of the approach. Climate action, peace education, cultural exchange, biodiversity research, global food studies, language learning and collaborative continuity is supported through recurring programmes, curriculum integration and student leadership structures. The school has also built institutional credibility through

UNESCO ASP Network participation, Climate Action School certification and international recognition for intercultural and sustainability work. The model therefore offers more than a collection of successful international activities. It provides a practical architecture for embedding global citizenship into school education: Connect Learn Collaborate Act Lead. Its low-cost, hybrid and curriculum-linked design makes it adaptable for schools seeking meaningful global impact without making international education dependent on overseas travel. In this way, the initiative can be sustained within one school, scaled across more grades and partnerships, and replicated by other schools with different resources and local priorities inquiry can be adapted to different age groups, subjects and school contexts.



ROCKWOODS INTERNATIONAL SCHOOL, UDAIPUR

Category

Excellence in Global Impact Leadership

Name of the Initiative

Beyond Borders: Building Global Citizens through Sustained Internationalism

Description of the Initiative

Rockwoods International School, Udaipur has embedded internationalism into its educational philosophy through “Beyond Borders: Building Global Citizens through Sustained Internationalism”, an initiative designed to develop intercultural competence, empathy, adaptability and global responsibility among students.

The initiative is based on the belief that global citizenship requires more than textbook knowledge or international travel. Students need authentic opportunities to live, learn and collaborate across cultures while remaining rooted in their Indian identity. Accordingly, Rockwoods has developed a sustained international learning ecosystem encompassing

student and teacher exchanges, reciprocal hosting, university immersion, cultural experiences, virtual collaborations and participation in global networks.

A cornerstone of the initiative is the school’s German Exchange Programme, established in 2017, which has developed into a long-term partnership involving students, teachers and host families. The programme follows a reciprocal model in which Rockwoods students experience partner-school and host-family life abroad, while international students are hosted by Rockwoods families in India. These relationships have continued across successive cohorts and, in some instances, extend into alumni life and higher education.

The initiative has progressively expanded beyond Germany. Students have participated in cultural and language immersion in Bordeaux, France, through Alliance Française; university exposure through NUS Singapore; international learning experiences in Japan; university immersion and internship exposure in Australia; and interactions with American students hosted at Rockwoods through AFS. Engagement with Round Square further connects students with international conferences, service, leadership, collaboration and virtual programmes. The school

structures these experiences through a continuous learning cycle:

Prepare → Immerse → Reciprocate → Collaborate → Reflect → Multiply

Students first develop cultural and contextual understanding, participate in immersive experiences, collaborate with global peers and subsequently reflect upon and share their learning. Returning participants also act as peer ambassadors and informal mentors, enabling the benefits of international engagement to extend beyond the students who physically travel. Virtual exchanges further broaden access by providing opportunities for cross-border discussions, research, projects and peer learning.

Impact

The initiative has contributed to the development of confidence, independence, empathy, adaptability, intercultural communication, leadership and global responsibility among students.

During 2025, the German partnership included two exchange touchpoints, in January and October, demonstrating continuity rather than one-time international exposure. The reciprocal host-family model has enabled students to experience everyday life in another cultural setting while strengthening independence and intercultural understanding. Long-standing relationships with German host families and educators have continued beyond the exchange itself, including support for Rockwoods alumni entering German universities.

University immersion has added an academic and career dimension to the programme. Through the NUS Singapore experience, students received university-level academic exposure, with 10 of 15 participating students receiving recommendations/acceptance opportunities. AFS hosting brought American students directly into Rockwoods classrooms and families, while engagements in France and other countries strengthened language, communication and cultural understanding. Importantly, the impact extends beyond individual

participants. Returning students share their experiences and mentor peers, while virtual and Round Square programmes enable students who may not travel internationally to participate in global learning. The initiative therefore creates impact across five interconnected levels:

Student → Peer → Family → Institution → Global Network.

Sustainability, Scalability & Replicability

The sustainability of Beyond Borders lies in internationalism being embedded within the school's culture and systems rather than being dependent on individual events or travel programmes. The German partnership has continued across successive cohorts since 2017, while long-term relationships among partner schools, teachers, host families, alumni and students provide institutional continuity.

The reciprocal hosting model builds community ownership and reduces dependence on purely commercial travel models. Alumni and previous participants contribute institutional memory and mentorship, while virtual exchanges offer a lower-cost pathway through which international learning can reach a larger number of students.

The model has already demonstrated scalability by expanding from the original German partnership to engagements across France, Singapore, Japan, Australia and the USA, alongside wider international networks and virtual collaborations.

Its framework is also replicable:

Partner → Prepare → Exchange/Collaborate → Host → Reflect → Share → Sustain

Schools can begin with a single international partner and virtual collaboration, progress towards reciprocal hosting, and subsequently develop physical exchanges and university partnerships according to their context and capacity. This makes the model adaptable while retaining its central purpose: enabling students to move from international exposure towards sustained intercultural understanding and responsible global citizenship.





THE ASHOK LEYLAND SCHOOL

Category

Excellence in Global Impact Leadership

Name of the Initiative

Global Citizenship and International Collaboration Programme

Description of the Initiative

The Ashok Leyland School has developed a school-wide programme that connects students and teachers with international learning communities, global education networks and collaborative projects. The initiative aims to strengthen global citizenship by giving students regular opportunities to communicate across cultures, examine shared challenges and apply their learning through projects, dialogue and public presentation.

The programme brings several strands of international engagement into one continuing framework. Through Generation Global (2024-2026), students have interacted with peers from Ukraine, Russia, Indonesia, Bangladesh, the United Arab Emirates, Japan and India. Their discussions have explored women's rights, health and wellbeing, education, culture and beliefs, wealth and

poverty, climate change and the future of work. These exchanges expose students to perspectives beyond their immediate context and help them communicate respectfully on complex global issues.

The school has also built direct institutional partnerships. An international collaboration with a school in Taiwan during 2025-26 has enabled students to share learning and cultural experiences. The Fulbright Teacher Exchange, conducted from 6 to 15 July 2025, added a professional-learning dimension by connecting teachers with international pedagogical practices. The school's international work has been recognised through the British Council's Recognition of International Dimension in Schools (RIDS) for 2025-2028, reflecting sustained engagement rather than a single event.

Global learning is reinforced through structured projects and student platforms. Four teams comprising 12 students, supported by four teachers, participated in the Oxford Global Climate Change Challenge 2025. Students also collaborated with the United Kingdom through the PACT Star initiative. Model United Nations participation provides another platform for students to research international issues, represent different countries, debate policy choices and practise diplomacy. The school reported participation by 12 students in its

Model United Nations programme, alongside individual recognition at MUN events.

The initiative also connects global exposure with enterprise, communication and career awareness. Student teams ALS Vijeta and ALS Udyama received Gold Level recognition in the School Enterprise Challenge in 2025 and 2024 respectively. Thirty-six students participated in TED-Ed activities and received certificates, with student talks published online. A structured career guidance programme has reached 1,040 students through a regularly updated Career Wall, assembly talks, Bagless Saturday activities and guided exploration of career pathways.

Technology supports both international access and teacher capacity. As a Microsoft Showcase School and a member of the Microsoft Elevate education programme, the school has 40 teachers recognised as Microsoft Innovative Educator Experts, including the Head of School. Eight teachers are Microsoft Certified Educators and one is a Microsoft Innovative Educator Fellow. This internal expertise helps teachers use digital platforms confidently for collaboration, presentation and cross-border learning.

Impact

- International engagement has become a recurring part of school life. Students have connected with participants across seven countries through Generation Global and have engaged with themes that require them to listen to different viewpoints, compare contexts and express their ideas clearly.
- Students have gained authentic platforms for communication and leadership. TED-Ed talks, Model United Nations, the School Enterprise Challenge and climate projects have enabled them to move from classroom learning to public speaking, research, collaboration and project execution.
- The programme has produced measurable participation and recognition. Thirty-six students completed TED-Ed activities; 1,040 students accessed structured career guidance; four teams involving 12 students and four teachers participated in the Oxford Global Climate Change Challenge; and two student enterprise teams achieved Gold Level recognition.

- Teacher readiness has strengthened the programme's reach. The school's network of 40 Microsoft Innovative Educator Experts, eight Microsoft Certified Educators and one Microsoft Innovative Educator Fellow provides an internal base for technology-enabled international learning and professional support.
- External recognition, including RIDS 2025–2028, Microsoft Showcase School status, the Green School Award 2026 and the Premier School Award 2025, provides evidence of the school's wider institutional commitment to international engagement, innovation and sustainability.

Sustainability, Scalability & Replicability

The programme is sustainable because it is supported by continuing partnerships and recognised frameworks rather than one-time visits. Generation Global, RIDS, Microsoft programmes, the Taiwan collaboration, School Enterprise Challenge, MUN and international climate projects provide recurring opportunities that can be integrated into the academic calendar.

Teacher capacity is central to continuity. International exposure through the Fulbright Teacher Exchange and the school's Microsoft-certified educator network reduces dependence on a small number of external facilitators. Teachers can mentor colleagues, support student teams and embed global themes within classroom learning and co-curricular activities.

The model can scale across grades by matching the complexity of engagement to students' age and readiness. Younger students can begin with cultural exchange and guided dialogue, while older students can undertake research, enterprise projects, climate challenges, public speaking and Model United Nations. Digital platforms allow participation to expand without requiring frequent international travel.

The approach is also replicable in other schools. Its core components are accessible: a coordinating teacher team, a calendar of international exchanges, partnerships with established education networks, student-led projects and systematic documentation of participation and outcomes. Schools can begin with one virtual collaboration and gradually build a broader programme as teacher confidence and partnerships grow.



NEW RAINBOW PUBLIC SCHOOL

Category

Excellence in Reviving India's Knowledge Systems

Name of the Initiative

ROOTS TO RELEVANCE – Reviving Indian Knowledge Systems through Classroom Learning

Description of the Initiative

ROOTS TO RELEVANCE is a school-wide teaching-learning initiative at New Rainbow Public School that integrates Indian Knowledge Systems (IKS) into everyday classroom learning and experiential education. The initiative aims to move beyond teaching students about Indian heritage and enables them to learn through India's traditional knowledge, practices, literature, arts, values and indigenous wisdom.

The approach connects Indian knowledge with contemporary curriculum through an interdisciplinary pedagogy. Teachers introduce age-appropriate Indian contexts as starting points for questioning, observation, discussion, research, application and reflection. Indian mathematical thinking, traditional environmental practices, indigenous knowledge

of nature and resources, Indian literature and oral traditions, folk and classical art forms, yoga and traditional approaches to wellbeing are connected with relevant concepts across subjects.

The initiative follows a simple learning cycle:

Discover → Explore → Connect → Apply → Reflect → Share

For example, students encounter an Indian knowledge tradition or practice, investigate its underlying principles, connect it with concepts being taught in the classroom, apply their understanding through projects or activities, and communicate their learning through presentations, creative work, discussions and exhibitions.

This approach supports experiential, interdisciplinary and competency-based learning while strengthening students' connection with India's intellectual and cultural heritage. It also aligns with the spirit of NEP 2020, which emphasises the integration of Indian Knowledge Systems into education and the development of learners who are rooted in Indian culture while being prepared for the contemporary world.

The initiative therefore positions IKS not as an additional subject, but as a living resource for classroom learning, critical thinking, creativity, values and problem-solving.

Impact

The initiative has strengthened students' understanding of Indian heritage by bringing indigenous knowledge and cultural contexts into meaningful learning experiences. Students are encouraged to question, investigate, interpret and apply traditional knowledge rather than merely memorising historical information.

The interdisciplinary approach has helped connect classroom concepts with familiar Indian contexts, making learning more experiential and relevant. Students develop greater appreciation for Indian literature, traditions, arts, environmental wisdom and knowledge practices while simultaneously developing critical thinking, communication, collaboration, creativity and problem-solving skills.

The initiative also promotes intergenerational learning by encouraging students to recognise the value of knowledge preserved through communities, families, local traditions and oral practices. Cultural activities and learning experiences such as devotional expression, Indian folk and semi-classical traditions and storytelling provide opportunities for students to understand the values and knowledge embedded within India's diverse traditions.

Most importantly, the initiative changes the role of students from passive recipients of heritage to active explorers of knowledge. They learn to examine traditional practices through a contemporary lens and identify their relevance to present-day challenges such as sustainability, wellbeing, responsible living and social values.

Thus, the impact is both academic and cultural: students gain curriculum-linked competencies while developing a stronger sense of cultural rootedness, respect for indigenous knowledge and confidence in connecting India's past wisdom with present and future needs.

Sustainability, Scalability & Replicability

The initiative is designed as a sustainable pedagogical framework rather than a one-time event. Its integration with regular classroom teaching makes it possible to continue year after year without dependence on a separate programme or extensive additional resources.

Its Discover-Explore-Connect-Apply-Reflect-Share model can be adapted by teachers across subjects and age groups. Existing curriculum topics, local traditions, Indian literature, mathematical heritage, environmental practices, arts and wellbeing traditions can serve as entry points for IKS-based learning.

The model is scalable because it can begin with individual classroom activities and gradually expand to subject-wise projects, interdisciplinary learning, exhibitions, assemblies, clubs and collaborative learning experiences. Teachers can document successful activities and develop a shared repository of lesson ideas, student work and assessment practices.

The approach is also highly replicable. Schools can adapt it according to their local culture, language, community knowledge and available resources. A school in another region can retain the same pedagogical framework while incorporating its own indigenous traditions and knowledge systems.

By embedding IKS within daily teaching-learning rather than treating it as an occasional cultural celebration, New Rainbow Public School has created a practical model that can be sustained, scaled and replicated while keeping Indian knowledge relevant to contemporary education.





GURU TEGH BAHADUR PUBLIC SCHOOL, MEERUT CANTT

Category

Excellence in Reviving India's Knowledge Systems

Name of the Initiative

Integrating India's Knowledge Systems Across Teaching-Learning and Student Experiences

Description of the Initiative

INTEGRATING INDIA'S KNOWLEDGE SYSTEMS ACROSS TEACHING-LEARNING AND STUDENT EXPERIENCES

Our initiative "Integrating India's Knowledge Systems across teaching-learning and student experiences" is a sustained effort to bring the richness of India's intellectual, cultural, scientific, and philosophical heritage into the everyday learning experiences of students. The initiative moves beyond celebrating traditions on special occasions and instead seeks to make India's knowledge systems a meaningful and living part of contemporary education.

Recognising that students often encounter India's heritage only through festivals, events, or isolated

lessons, the school identified the need to create deeper and more purposeful engagement. The initiative therefore connects traditional wisdom with present-day subjects, life skills, values, wellness, environmental awareness, and creative expression.

Indian philosophical thought and ethical teachings are introduced through age-appropriate discussions, reflection, shloka recitation, and value-based learning. Sanskrit is promoted as a gateway to India's linguistic and literary heritage, while Yoga and wellness practices encourage balance, discipline, and holistic well-being. Indigenous knowledge related to Ayurveda, medicinal plants, and environmental sustainability is explored through practical activities such as herbal gardens and project-based learning.

The initiative also celebrates India's artistic and cultural knowledge through classical and folk music, dance, crafts, storytelling, and traditional art forms. These experiences enable students to understand the diversity of Indian traditions while developing creativity and respect for cultural heritage.

A distinctive feature of the initiative is its interdisciplinary and experiential approach. Students

are encouraged not merely to receive information but to investigate, discuss, experiment, create, and apply their learning. Teachers act as mentors, drawing inspiration from the Gurukul tradition of nurturing meaningful student-teacher relationships and supporting the overall development of every learner.

The initiative is strengthened through the active participation of teachers, students, subject experts, practitioners, artisans, and community knowledge holders. Learning is supported through classroom integration, projects, practical experiences, discussions, workshops, and creative presentations.

Through this sustained approach, students are developing a stronger connection with their roots while gaining critical thinking, ethical awareness, creativity, cultural confidence, and environmental responsibility. By blending timeless Indian wisdom with contemporary educational practices, our school is not simply preserving India's heritage—it is reviving, reinterpreting, and carrying it forward for future generations.

Impact

The initiative “Integrating India's Knowledge Systems across teaching-learning and student experiences” has created a meaningful impact on students, teachers, and the overall school learning environment. By moving India's rich knowledge heritage beyond occasional cultural celebrations and integrating it into regular teaching-learning experiences, the initiative has made traditional wisdom more relevant and accessible to contemporary learners.

One of the most significant impacts has been an increased awareness and appreciation of India's cultural and intellectual heritage. Students are developing a deeper understanding of Indian philosophy, languages, arts, indigenous sciences, wellness practices, and environmental wisdom. Activities related to the Bhagavad Gita, Sanskrit, Yoga, traditional arts, storytelling, and indigenous knowledge have encouraged students to connect with their roots while appreciating the diversity of Indian traditions.

The initiative has also strengthened student engagement and experiential learning. Instead of learning about traditional knowledge only through textbooks, students actively explore and apply concepts through discussions, projects, practical activities, herbal gardens, Yoga sessions, creative presentations, and art-based experiences. For example, herbal garden activities help students connect traditional knowledge of medicinal plants with science, health, and environmental sustainability.

A visible outcome has been the development of critical thinking, creativity, ethical awareness, and curiosity. Students are encouraged to reflect on ancient ideas and examine their relevance to present-day challenges. This interdisciplinary approach helps them connect India's Knowledge Systems with subjects such as science, environmental education, language, wellness, and the arts.

The initiative has further contributed to students' holistic development. Value-based discussions and mentorship inspired by the Gurukul tradition have strengthened the student-teacher relationship and promoted qualities such as respect, discipline, empathy, responsibility, and collaboration.

The impact is reflected through student participation, projects, portfolios, classroom observations, practical activities, creative work, and teacher feedback. Most importantly, the initiative has established a sustained culture of learning in which India's Knowledge Systems are not viewed merely as the past, but as a valuable resource for the present and future.

Through this initiative, students are becoming culturally rooted, intellectually curious, ethically aware, and better prepared to apply timeless Indian wisdom in a modern world.

Sustainability, Scalability & Replicability

The initiative, “Integrating India's Knowledge Systems across teaching-learning and student experiences,” has been designed as a sustainable and evolving educational practice rather than a one-time programme. Its sustainability lies in its integration with regular teaching-learning processes, ensuring



that India's Knowledge Systems become a meaningful part of the school culture.

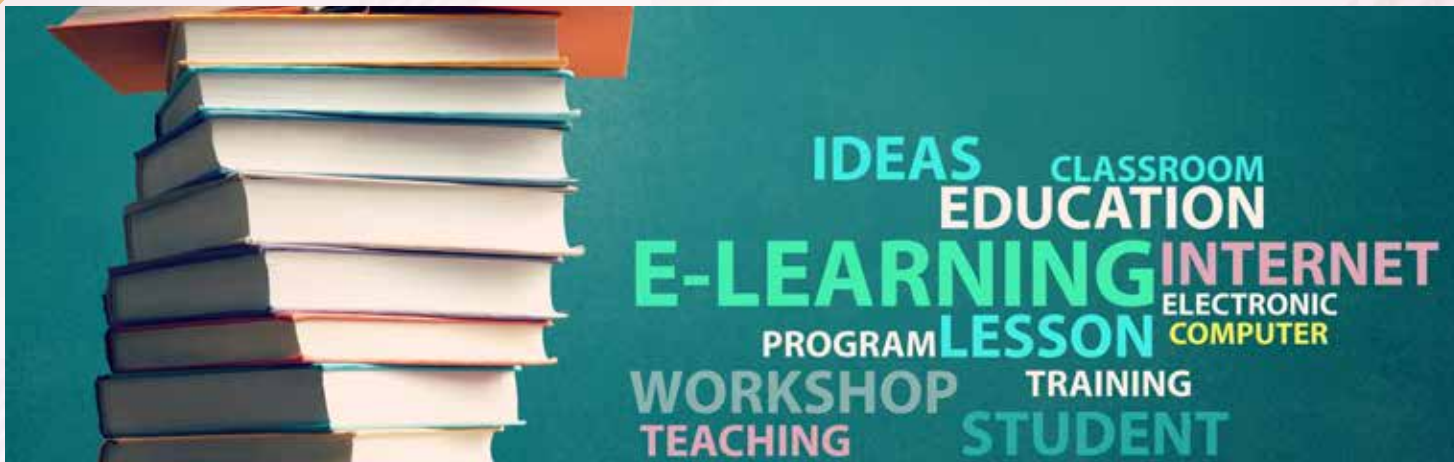
Sustainability: The initiative is sustained through its integration into classroom teaching, co-curricular activities, projects, assemblies, wellness programmes, and experiential learning. Teachers act as facilitators and mentors, continuously identifying opportunities to connect Indian knowledge traditions with different subjects. Activities such as Yoga, Sanskrit learning, value-based discussions, herbal gardens, storytelling, traditional arts, and environmental projects can be conducted regularly with existing school resources. Student participation and teacher involvement ensure that the initiative continues across academic sessions and is not dependent on a single event or individual.

Scalability: The initiative is flexible and can be gradually expanded across classes, subjects, and age groups. Age-appropriate activities can be introduced from the primary level to senior classes. For example, younger students may learn through stories, art, Yoga, and

simple nature-based activities, while older students can undertake research, interdisciplinary projects, discussions, and practical applications of indigenous knowledge. The model can also be strengthened by involving subject experts, practitioners, artisans, and local knowledge holders.

Replicability: The initiative is easily replicable because it does not require expensive infrastructure or specialised resources. Schools can adapt the model according to their local culture, regional traditions, available expertise, and student needs. A simple framework of curriculum integration, experiential learning, teacher mentorship, community participation, and student projects can be adopted by other institutions.

By remaining flexible, resource-conscious, and integrated into everyday education, the initiative has the potential to grow sustainably and be replicated widely, enabling more schools to revive and meaningfully apply India's Knowledge Systems in contemporary education.



RAMAGYA SCHOOL, SEC 50, NOIDA

Category

Excellence in Sports

Name of the Initiative

Ramagya Sports Excellence Program: Building Champions for Life

Instructions

- The initiative/project should be completely executed, fully implemented and in operation in the period April 01, 2024, to March 31, 2026 (or major part of the initiative should fall into the defined period), with impact demonstrated and results showcased by initiative/ project in the period April 01, 2025, to March 31, 2026
- The content must be aligned with the category under which the application was submitted, and the initiative details, including implementation and measurable impact—must specifically fall within the eligibility. Any mismatch in the initiative, category, or timeline may result in the presentation not being considered, subject to

review by the Awards Management Team.

- All information should be provided concisely in bullet points
- The font type and size used to fill the presentation should be **minimum Calibri- Size 14**
- Any additional information in the form of **pictures/ graphs/tables can be added in the slide**
- Do not re-format the presentation (font, font color, background color, etc.)
- Limit your presentation to **10 slides** to ensure clarity and maximum impact on the Grand Jury excluding the title slide.
- Keep your presentation concise, visually appealing, and focused on the most important aspects of the initiative.
- Completed presentation should be mailed to ARISE at **Aditi@ariseedu.in with a copy to mahima.malik@in.ey.com, Vibhore.Sapra@in.ey.com & vanshika.sharma1@in.ey.com latest by 5th September, 2026; 5 PM.**

Impact

Measurable Impact & Outcomes

The initiative has led to significant improvement in student performance and participation across various sports and competitive levels. Students are achieving greater success in district, state, national and CBSE competitions, with several progressing to higher levels of competitive sport.

The programme has strengthened athlete development, confidence, competitive readiness and sporting excellence through structured training, expert coaching, sports science, regular exposure and continuous support.

Sustainability, Scalability & Replicability

Integration into School's Sports Framework

- Integrated into the school's long-term sports development and holistic education framework.
- Partnerships with reputed academies provide continuous training and progression opportunities.
- Athlete development is tracked through participation, performance, competition results and progression.

Continuation & Expansion

Develop more specialised coaching and performance-support programmes.

Expand partnerships with leading academies, federations and sports organisations.

Create opportunities for talent scholarships, advanced training and athlete mentorship.

Develop the model as a replicable framework for other schools.

Key Learnings

Consistent participation is strengthened when students have variety, professional coaching and regular competition exposure. Early talent identification helps provide individualised development pathways. Parent, coach and school leadership involvement is critical for sustained athlete development. Sports development

requires a long-term, structured approach rather than event-based interventions.

Challenges & Improvements Planned

Challenge: Balancing academics with intensive sports training. **Improvement:** Better scheduling and individualised training plans.

Challenge: Maintaining consistent participation across disciplines. **Improvement:** Greater awareness, student engagement and introductory programmes.

Challenge: Supporting athletes at higher competitive levels. **Improvement:** Enhanced performance monitoring, specialised coaching and competition planning.

Challenge: Expanding opportunities for all abilities. **Improvement:** Strengthening inclusive and adaptive sports programmes.

Long-term vision: To establish a sustainable, inclusive and high-performance sports ecosystem at Ramagya, providing every student an opportunity to participate while enabling talented athletes to progress towards district, state, national and international excellence.

Why should you win this title?

Holistic Growth Philosophy: At Ramagya, sports are integral to education, promoting discipline, resilience, teamwork, leadership, and overall student development.

Elite Global Collaborations: Partnerships with reputed organisations including **NBA Basketball School, Da one sports by Shikhar Dhawan, Bhaichung Bhutia Football School, Prakash Padukone Badminton Academy, Pilates (Wellflow), Boxing (knockout fight club), Shooting (ShootX), Gymnastics (Vijay Shri Academy), Chess (mindgames), Young Blade Fencing Club and Skating(Paradise).**

Talent Search Program to identify promising athletes during school hours and Morning Sports Program offering intensive training to selected talent. Workshops & Clinics to develop advanced skills, sports discipline, and teamwork.

Scholarships & Equal Opportunity: Generous sports scholarships and financial support ensure there are no barriers to talent—training expenses are covered for achievers.

Competitive Exposure: Regular participation in CBSE trials, inter-school, district, state, national, and international events; students are mentored for peak performance on major platforms.

- Achievements & Excellence - Consistent medals in basketball, taekwondo, chess, skating, karate, football, tennis, cricket, and athletics.
- Agrima Singh - Gold, National Level Badminton Championship.
- Prabhav Mishra - Gold, CBSE North Zone 1 Cricket Championship.
- Manasvi - Qualified for India Team Trials in Shooting.
- Divisha, Shashvat, Ankul - Multiple Gold medals in Karate & Skating.

Mass Participation: 90-95% of students actively engage in structured sports programs; 400-500 students represent the school at external competitions every year.

Community & Parent Engagement: Innovative parent-child sports events, family sports days, and recognition ceremonies build community spirit and celebrate student success.

Fitness & Wellness Focus: Onboard physiotherapist, Pilates-based wellness programs, and Power of Basics (POB) performance tracking ensure physical fitness and injury prevention.

Strong Media Recognition & Endorsements: Positive coverage in leading publications, plus appreciation from icons like Sunil Chetri, Nupur Seoran, Suvarna Raj, Arun Singh, Ashok Dhyanchand, Mahesh Bhupathi, Vishwanathan Anand, and Vishesh Bhriguvanshi.

Vision for the Future: Expansion into fencing, squash, e-sports, Pilates, scaling high-performance programs, and embedding life skills through sports—positioning Ramagya as a national model of integrated academic and sports excellence.

Development of new Sports infrastructure: An enhanced sports facilities center, with the cricket ground already operational and plans underway to expand opportunities across multiple sports.



CS ACADEMY ERODE

Category

Excellence in Sports

Name of the Initiative

Fitness First

Description of the Initiative:

Despite quality infrastructure and coaching, only 15% of students represented CS Academy in competitive sports. An internal review identified inadequate physical fitness as the key barrier to participation and performance.

In response, the school launched Fitness First, a school-wide initiative that established fitness as the foundation of sporting success. A dedicated weekly fitness period was introduced for all students,

complemented by yoga sessions, aerobics, cardio workouts, nutrition awareness programmes led by external experts and parent awareness meetings conducted twice a year. As part of the initiative, the Cycling Club was introduced, enabling students to participate in organised rides across multiple routes, promoting endurance, fitness and an active lifestyle beyond the classroom.

To provide targeted intervention, the Sports Foundation Programme for Grades 4-7 supports students with higher BMI, lower fitness levels or limited interest in physical activity through personalised fitness plans.

Progress is systematically monitored through sport-specific assessments measuring game skills, speed, agility, strength, power, balance, endurance and discipline. Results from Term I and Term II are compared to refine

Impact

The initiative has delivered measurable improvements in student participation, performance and progression across all levels of sport. Competitive sports participation increased from 15% (390 students) to 20% (520 students) of the school population (2,600 students) within one academic year, reflecting the impact of improved fitness, structured training and sustained coaching.

Training consistency improved through year-round sport-specific coaching, weekly fitness sessions, regular performance assessments and personalised workouts under the Sports Foundation Programme. To support high-potential athletes, specialised ASA training from 3:30 p.m. to 5:30 p.m. was introduced for football, tennis, badminton and cricket, preparing students for state and national-level competitions. Students showed measurable improvements in speed, agility, strength, power, balance, endurance and game-specific skills, along with better discipline, punctuality, attendance and sportsmanship.

Enhanced preparation resulted in increased district and state-level achievements and sustained national representation. Students excelled at the CBSE National Athletic Meet, CBSE National Swimming Competition (including a national 1st Place), National Shooting Championship, Junior National Soft Tennis Championship (Gold), Subroto Cup Football Tournament, CBSE South Zone Judo Championship, and Chief Minister Trophy events.

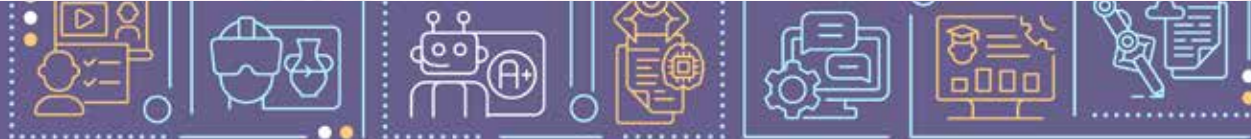
These sustained outcomes reflect continuous improvement, with greater participation, higher performance standards and consistent progression to state and national competitions.

Sustainability, Scalability & Replicability

CS Academy's sports development model is distinctive because it goes beyond conventional coaching by addressing the root cause of sporting performance—student fitness. The initiative combines 100% student participation in Physical Education with targeted activities through the Sports Foundation Programme, ensuring that every student has an opportunity to progress regardless of their starting point. Regular assessments of fitness, sport-specific skills and behavioural indicators enable personalised coaching, while 20 trained in-house coaches, including three international athlete-coaches, provide consistent mentoring and long-term athlete development.

Sustainability is ensured through its integration into the academic timetable, year-round coaching, continuous monitoring, parent engagement and periodic reviews. The measurable increase in competitive participation from 15% to 20%, along with improved district, state and national achievements, demonstrates its lasting impact.

The model is highly replicable, as it prioritises systematic assessment, structured fitness, targeted coaching and continuous improvement over expensive infrastructure, making it adaptable for schools of varying capacities.



AI IN EDUCATION



SPRINGFIELDS SCHOOL, AJK BRANCH

Category

Excellence in Sports

Name of the Initiative

A Structured Sports Development Mode

Instructions

Springfields School - AJK Branch has developed a structured sports development model that moves beyond one-time participation and creates a continuous pathway from participation to sporting excellence. The approach combines access to sports activities, regular practice, talent identification, specialized coaching, competition exposure and progression. Students are encouraged to enroll in sports activities and participate regularly, while PE teachers and coaches work together to identify strengths, support practice and guide students towards appropriate opportunities. The school provides sports infrastructure, equipment, practice opportunities, coaching and coordination to make sustained participation possible.

The model supports a broad range of sporting interests, with achievement records reflecting participation and medal-winning performance across Wushu, Karate, Skating, Kickboxing, Judo, Taekwondo, Aerobics/ Gymnastics and other disciplines. Dedicated and specialized coaches provide sport-specific technical guidance and regular training, with approximately 10–15 years of coaching expertise supporting continuity and athlete development. Students demonstrating higher sporting potential can receive more focused preparation and competitive exposure.

The development pathway is: Participation → Talent Identification → Specialized Coaching → Competition Exposure → Progression. Students receive opportunities to compete at inter-school, district, state and national levels, as applicable. Teachers, coaches, school leadership and parents contribute to sustaining participation and enabling competition opportunities. The initiative therefore functions as a repeatable school-based system in which facilities, coaching, training, mentoring and competition work together to develop students as disciplined, resilient and confident young people.

Impact

Measurable Impact & Outcomes

The initiative has led to significant improvement in student performance and participation across various sports and competitive levels. Students are achieving greater success in district, state, national and CBSE competitions, with several progressing to higher levels of competitive sport.

The programme has strengthened athlete development, confidence, competitive readiness and sporting excellence through structured training, expert coaching, sports science, regular exposure and continuous support.

Sustainability, Scalability & Replicability

The initiative is designed as a sustainable school-based model rather than a short-term sports campaign. Its core elements—participation, talent identification, specialized coaching, training, competition exposure, mentoring and progression—can be embedded into regular school practice and strengthened year after year. The continued presence of dedicated coaches and the school's investment in sports infrastructure, equipment and practice opportunities provide the foundation for continuity. Coaches with approximately 10–15 years of experience support consistent technical guidance and athlete development.

The model is scalable because the same pathway can be applied across different sports and student groups without requiring a separate framework for every discipline. Students can enter at the participation stage, while those showing commitment and potential can move into focused coaching and competition preparation. The approach can therefore support both broad participation and targeted athlete development and can adapt to opportunities at inter-school, district, state and national levels.

Evidence of continued momentum beyond the award-period further supports sustainability. As of 25 August 2026, the AJK Branch had recorded 146 medals—54 Gold, 42 Silver and 50 Bronze—demonstrating continued competitive performance. This figure is presented as continuation evidence and is not included in the 266-medal award-period total.

The model is replicable because it relies on practical components that other schools can adapt: accessible facilities, structured practice, trained coaches, teacher-coach coordination, identification of promising students, regular competition exposure and support from school leadership and parents. Its emphasis on a continuous pathway, rather than isolated events, provides a practical framework for building a sustainable culture of sporting participation and excellence.



CM SCHOOL OF EXCELLENCE GIRLS' HIGH SCHOOL, BARIATU

Category

Excellence in Sports

Name of the Initiative

From School Ground to International Podium: A Structured Sports Excellence Pathway for Girls

Instructions

CM School of Excellence Girls' High School, Bariatu recognized that many girls possessed exceptional sporting talent, but sustaining their journey from school-level participation to district, state, national, and international competition required a structured system rather than isolated opportunities. The school therefore institutionalized a Sports Excellence Pathway that integrates talent identification, coaching, infrastructure, performance monitoring, and competitive exposure into its regular school functioning.

The pathway begins with Sports Quota admissions from Class VI, enabling early identification and systematic nurturing of talented students. Regular

sport-specific coaching is delivered through a

collaborative model involving a Sports Authority of India (SAI) coach, dedicated school coaches, and Physical Education teachers, ensuring continuous guidance throughout the academic year. This multi-layered support system provides students with technical training, fitness development, and individualized mentoring while maintaining consistent monitoring of their progress.

The school's sports infrastructure including a hockey turf, athletics training ground, basketball and volleyball courts, football ground, and kabaddi ground is utilized through structured daily and weekly practice schedules. Rather than limiting preparation to tournament periods, students participate in year-round training focused on skill development, teamwork, discipline, endurance, and competitive readiness.

A key strength of the initiative is its continuous performance monitoring mechanism. Coaches regularly track attendance, training performance, fitness levels, selection trials, and competition outcomes to identify emerging talent and provide

additional support where required. Periodic review meetings between SAI coaches, school coaches, and the Physical Education team help refine training plans and prepare students for progressively higher levels of competition.

Competitive exposure is embedded within the implementation strategy. Students are systematically prepared and encouraged to participate in district-level tournaments, state championships, Khelo Jharkhand, and national sporting competitions, ensuring that competitive experience becomes a regular part of their development journey rather than a one-time opportunity.

This structured ecosystem has transformed sports into a platform for leadership, confidence, resilience, and aspiration. By combining institutional commitment, professional coaching, systematic monitoring, and sustained competitive exposure, the school has created a replicable model that enables girls from the public education system to pursue sporting excellence and progress confidently from school-level participation to higher competitive platforms.

Name of the Initiative

The Sports Excellence Pathway at CM School of Excellence (Girls), Bariatu, Ranchi has transformed sports from an occasional extracurricular activity into a structured talent development system, creating measurable improvements in participation, performance, and student aspirations. Through systematic

coaching, regular practice schedules, performance monitoring, and sustained mentorship, the school has built an environment where sporting excellence has become an integral part of the learning journey.

The initiative has significantly expanded competitive opportunities, with more than 100 students participating in Khelo Jharkhand and other district, state, national, and international sporting competitions. Consistent exposure to competitive platforms has strengthened students' confidence, resilience, teamwork, and leadership while encouraging greater participation of girls in sports.

The impact is reflected in the achievements of 97 student award winners across district, state, national, and international levels, demonstrating that sporting success has emerged across multiple disciplines rather than being confined to a few exceptional individuals.

The school's strongest milestone came in 2026, when Khili Kumari, Sukan Sanga, and Nilam Toppo represented India at the Women's U-18 Asia Cup in Kakamigahara, Japan, where the Indian team secured the Bronze Medal. Their journey from structured school-based training to international representation stands as compelling evidence of the effectiveness of the school's long-term sports development model.

The culture of excellence continued with another historic breakthrough as CM School of Excellence (Girls), Bariatu made its debut appearance in a CBSE sporting event at the CBSE East Zone Archery Championship held at Taurian World School. Arpita delivered an outstanding performance by winning one Silver Medal in the 20-metre event and two Bronze Medals in the 30-metre and Overall Performance categories, earning selection to the CBSE National Archery Team. This landmark achievement expanded the school's sporting identity beyond hockey and reinforced its growing reputation for nurturing talent across multiple disciplines.

Beyond medals and podium finishes, the initiative has cultivated a culture of aspiration where younger students view national and international representation as an achievable goal because they have witnessed seniors' progress through a structured pathway of opportunity and support. Today, the school stands as a recognized center for girls' sports excellence, demonstrating how a government school can produce high-impact outcomes through systematic implementation, continuous mentoring, and sustained investment in student talent.

Sustainability, Scalability & Replicability

The Sports Excellence Pathway has evolved into a sustainable institutional model that continues to deliver results through a consistent pipeline of student participation and achievement. By embedding sports

within the school's regular functioning, the initiative has demonstrated that long-term excellence is built through continuity rather than one-time interventions.

The scale of impact is evident in the school's growing competitive footprint. More than 100 students have participated in district, state, national, and international sporting competitions, while 97 students have secured awards across multiple levels. These outcomes reflect a broad-based sporting ecosystem that has enabled success across successive batches of students rather than relying on a few exceptional performers.

The school's most defining milestone came in 2026, when Khili Kumari, Sugan Sanga, and Nilam Toppo represented India at the Women's U-18 Asia Cup in Kakamigahara, Japan, where the team won the Bronze Medal, marking a historic achievement for the institution and showcasing its ability to nurture talent capable of competing on the international stage.

The school had earlier contributed to India's Runner-up finish at the 4th National Tournament in Rosario, Argentina (2025), adding an international silver medal to its growing legacy.

These achievements have strengthened the school's identity as a centre for girls' sports excellence while creating a culture where younger students view national and international representation as an attainable aspiration. The model demonstrates how a government school can build a high-impact sports ecosystem that is sustainable, scalable, and capable of producing consistent outcomes across generations of learners.





GHS ACCHALU

Category

Excellence in Sports

Name of the Initiative

Volleyball

Instructions

GHS Acchalu, a rural government school in Ramanagara District, has built a strong sporting culture with a particular focus on volleyball, alongside shuttle badminton, athletics and yoga. Sports are positioned as an integral part of student development, with the school reporting 90% student participation in sports competitions and every student encouraged to participate in at least one sport.

The school developed a structured sports pathway to address challenges including limited sports infrastructure, lack of specialised coaching, inconsistent practice, financial constraints, limited parental encouragement and low awareness of sporting opportunities among students. The initiative

aims to identify talent early and provide students with opportunities to progress from school-level participation to block, district, state and national competitions.

Its sports development model follows the pathway Identify → Train → Develop → Compete → Progress. Talent identification begins from Class 1, with students grouped according to age, skill level and sport. Structured morning and evening practice, regular coaching by Physical Education teachers and specialised external guidance provide continuity in training and competition preparedness.

A distinctive feature is the use of specialised training equipment, including a Volleyball Smashing Machine and jumping box, to strengthen technical practice. Support from organisations, NGOs, philanthropists, alumni and community members has also helped the school provide equipment, uniforms, shoes and other opportunities to students who may otherwise face financial barriers to participation.

Impact

The initiative has demonstrated a significant increase in student participation and competitive achievement. The number of students participating in sports increased from 30 in 2022-23 to 54 in 2023-24, 85 in 2024-25 and 119 in 2025-26. The school also reports an increase in the number of student awards from 3 in 2022-23 to 86 in 2025-26.

The school reports student progression across district, state and national-level competitions, along with scholarships earned through sporting achievements. Two students also received fully sponsored sports-quota admissions to Seshadripuram Pre-University College, Bengaluru, demonstrating how sporting achievement has created further educational opportunities.

A particularly significant achievement is the school's record of being District Volleyball Champion for 13 consecutive years. The programme has also contributed to developing discipline, teamwork, leadership, resilience, confidence and aspiration among participating students.

Sustainability, Scalability & Replicability

The initiative is embedded within regular school practice through early talent identification, scheduled training and continuous performance monitoring. The school's active Sports and Health Club helps sustain sporting activities, while Physical Education teachers provide continuity and external experts supplement specialised coaching.

Alumni engagement further strengthens the programme. Senior athletes conducted a 40-day free summer volleyball camp, supporting skill development while building teamwork, discipline and confidence among younger students. The continuous identification of talent from the primary years creates a pipeline of students who can progressively develop their sporting abilities.

The model—early identification, grouping by ability, regular practice, committed coaching and continuous monitoring—is designed to be replicable in other government-school settings. The school's experience demonstrates how structured practice, community and alumni support, innovative training equipment and sustained teacher commitment can create sporting opportunities even within a rural and resource-constrained context.



EMINENCE RAMSARA

Category

Excellence in Sports

Name of the Initiative

Strengthening Sports culture in Government school

Instructions

The “Building Sports culture in Government school” initiative was implemented from April 1, 2025, to March 31, 2026. The project was necessary to build a robust sports culture that aligns with the National Education Policy 2020 by integrating sports with academics for the holistic development of students. It aimed to prove that holistic development is a “lived reality” despite significant challenges.

The school adopted a strategy of leveraging

community resources to address the challenges of limited funds, coaches, and materials. School leadership actively sought volunteer coaches from the community. This included a Judo coach from the village and a volleyball coach from the Guru Gobind Singh Study Circle NGO. The school also invested in essential materials like balls, nets, and mats and maintained its grounds.

A structured schedule was implemented to balance sports training with academics, including morning and after-school practice sessions. Open communication was fostered between coaches, teachers, and parents to support students during peak seasons. The annual budget dedicated to sports activities was Rs. 50,000 for both the 2024-2 and 2024-25 periods. The financial model relied on a strategic use of community volunteering to mitigate the high cost of paid coaching.

Impact

The initiative created a “pyramid of success,” starting with widespread participation at the block level that narrows to high achievers at the district and state levels.

❖ Participation & Achievements (2024-25):

- Block Level (Interschool): 192 students participated, with 85 winners securing 42 awards.
- District Level: 163 students participated, with 124 students achieving winner status.
- State Level: 63 students participated, with 4 achieving winner status.

❖ Participation & Achievements (2025-26):

- Block Level (Interschool): Securing 60 awards.
- District Level: 58 Awards at District Level
- State Level: 50 students participated, with 8 achieving winner status.
- National Level – 1 Gold Winning in Judo.

❖ Other Quantitative Impacts:

- Scholarships/Admissions: 4 students gained admission to higher education institutions through sports excellence.
- Student Participation: The percentage of students participating in regular sports activities increased from 65% in 2024-25 to 65% in 2025- 26.
- Internal Events: The school conducted 4 internal sports events in 2025-26: Athletic Meet, Handball Tournament, Volleyball Tournament, and Chess Competitions.
- Coach to Student Ratio: The ratio improved from 1:30 in 2025-26.

Beyond quantitative results, the program promotes the holistic development of students, building “well-rounded, disciplined individuals”. It also strengthens community ties by leveraging local expertise and goodwill.

Sustainability, Scalability & Replicability

The program’s core innovation is its reliance on community volunteers and goodwill rather than a large budget for paid coaches, making it a powerful and resource-innovative solution. This model is highly replicable for other schools facing similar financial and resource constraints.

The school has a clear plan for the initiative’s long-term success. They plan to:

- Formalize and increase the frequency of inter-house meets to continuously identify talent.
- Introduce at least two new sports each year to encourage broader student participation.
- Prepare or upgrade at least one new court or sports area within the next two years.
- Implement a systematic approach for equipment procurement and maintenance.
- Formally recognize students’ achievements in both sports and academics through joint awards ceremonies.
- Explore sports-integrated learning to further align with the National Education Policy 2020.



SUNBEAM SCHOOL SARNATH

Category

Excellence in Visual and Performing Arts

Name of the Initiative

Varnika

Institution and Category Context

1. Brief Overview of the Institution

- Sunbeam School Sarnath is committed to holistic, experiential and future-ready education, with Visual & Performing Arts positioned as a strategic pillar of student development. Arts education spans Nursery-XII: structured Focused Activity Classes for Classes I-X – one hour every four days, progressing to Applied Arts, Tabla and Bharatanatyam as optional Board subjects in XI-XII.

2. Our Approach to Creativity, Artistic Expression & Cultural Appreciation

- Students learn → practice → create → perform → exhibit, making arts a continuous learning journey

rather than occasional participation.

- The spectrum includes Visual Arts (traditional & folk art, painting, mosaic, sketching, installations, block printing); Music (Indian/Western vocal, tabla, sitar, guitar, keyboard, bansuri, drums, orchestra & western band); Dance (Bharatanatyam, Kathak, Odissi, folk & contemporary); Theatre, Storytelling, Brass & Bagpipe Bands. Cultural appreciation begins early through puppetry, shadow storytelling and Kamishibai, with parents and grandparents contributing through Community Library storytelling.

3. Arts Ecosystem | Educator Support | Infrastructure | Opportunities

- Educators: 2 Visual Art | 5 Music | 2 Dance | 1 Theatre faculty, strengthened by external experts, visiting artists and master artisans through a dual-mentorship approach.
- Infrastructure: Dedicated Visual Art & Music Rooms, Dance Studio, Auditorium, Recording Room, Pottery Studio, Display Spaces and Varnika Studio.

- Participation Platforms: FACs, clubs, assemblies, inter-house & inter-school competitions, exhibitions, Annual Functions, community performances, cultural exchanges and national-level platforms ensure opportunities to create, collaborate, perform and excel.

Impact & Evidence

1. Measurable Impact & Participation

- 60+ students intensively trained. 100% school-wide hands-on participation (Nursery–XII) — every student has experienced block printing and created an individual Varnika product under supervision
- 9 exhibitions/showcases | 1,000+ visitors reached | 100 dignitaries received student-created products
- Varnika has become a signature visitor experience: guests—including TEDx speakers, artists and SPIC MACAY artists—visit the studio, experience the craft and create their own Varnika product

2. Artistic Development & Creative Progression

- Students have progressed from guided printing → independent product creation → designing original blocks on lino sheets, moving from technique acquisition to original artistic expression
- Observable improvement in precision, pattern alignment, colour application, composition, motif design and craftsmanship
- Students now design, create, explain, exhibit and sell, demonstrating greater confidence, ownership, creativity and entrepreneurial thinking
- Term-wise assessments and portfolios document progressive skill development

3. Evidence of Impact Student Portfolios & Assessments • Lino Block Designs • Finished Products • PTM/TRYST Exhibitions • Fashion Show • Cultural Exchanges • Community & Guest Experiences

Sustainability and Scalability

1. Integration into Arts Education & Student Development

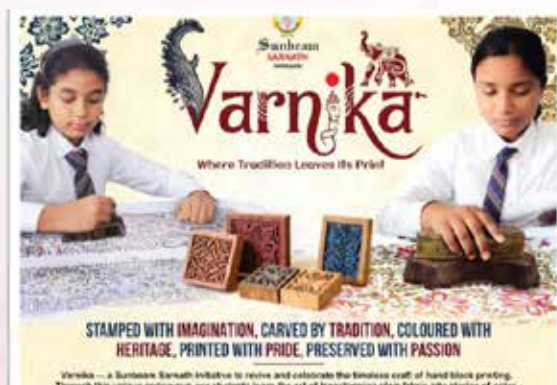
- Varnika is embedded within the Focused Activity curriculum (Classes VI–IX) — one hour every four days, supported by a documented, progressive curriculum and term-wise assessments.
- A dedicated Varnika Studio + Master Artisan + trained school faculty + allocated budget make the programme an institutional practice rather than an event-dependent activity.

2. Continuation, Expansion & Wider Adoption

- Next progression: Students are moving from artisan-designed blocks to creating original lino blocks; future phases include preparing natural colours and expanding to table mats, sarees and other products.
- Affordable & scalable: Approx. ₹50,000 initial studio investment + ₹15,000 monthly for artisan mentorship and raw materials.
- Replicable Framework: Identify Local Craft → Partner with Artisan → Develop Curriculum → Train Teachers → Integrate → Assess → Showcase
- The Varnika curriculum and implementation model can be shared and adapted by schools using their own region's living artistic traditions.

3. Learnings, Challenges & Improvements

- Challenge: Availability and pace of traditional master artisans.
- Key Learning: Authentic artisan knowledge needs to be supported by strong school pedagogy for long-term continuity.
- Our Response: The dual-mentorship model develops in-house teacher capacity while retaining authentic artisan expertise.
- Way Forward: Deepen student-designed motifs, natural dye creation, product diversification and student-led entrepreneurship, while enabling wider adoption of the Varnika model.





ASHOKA UNIVERSAL SCHOOL

Category

Excellence in Visual & Performing Arts

Name of the Initiative

Ashoka Creative Expressions Program

Description of the Initiative

Ashoka Creative Expressions Program is a whole-school, Preschool-to-Grade 12 arts ecosystem designed to move students from learning artistic skills to creating, performing, leading and applying them in authentic settings. It addresses a fundamental gap in conventional arts education: students may receive classroom instruction or participate in competitions, but often have limited opportunities for sustained practice, ownership, public presentation and real-world application.

At Ashoka, Visual and Performing Arts are embedded into everyday learning. Drawing, Painting, Dance and Singing are compulsory up to Grade 2, while from Grade 3 onwards, aptitude-based pathways enable students to pursue disciplines aligned with their interests and

abilities. Students engage in two specialised arts activity periods every week, complemented by weekly routine art periods, After-School Academies, Evening Activity Clubs, competitions and certifications. Arts are embedded every day in our assemblies, festivals, national celebrations, interdisciplinary projects and thematic presentations.

The ecosystem spans Fine Arts such as Drawing & Painting, Sculpture, Pottery, Calligraphy, Wood Art and Sand Art, and Performing Arts including Drama, Dance, Kathak, Guitar, Keyboard, Tabla, Percussion and Vocal Music.

The programme's defining feature is its **"Every Child Creates, Performs & Takes Ownership"** philosophy. Students are not merely taught or selected as performers; they become creators, performers, curators, production teams, entrepreneurs and cultural ambassadors.

The next stage is **authentic application**. Three flagship platforms anchor this approach: Ashoka Art Fest, Excellence Day and Performance Day. Together, they provide structured opportunities to create, exhibit, perform, collaborate, lead and manage

artistic projects. Art Fest adds entrepreneurship and social responsibility, with students conceptualising, creating, budgeting, marketing and selling their artworks. Excellence Day integrates drama, music and dance into large-scale thematic productions, while Performance Day provides a platform for instrumental, vocal and dance showcases.

Specialist educators, dedicated art and music studios, the Drama Cell and student-managed Do Re Mi Recording Studio further strengthen the ecosystem, enabling students to experience artistic creation, production and performance at progressively higher levels.

The programme follows a clear pathway: Teach → Practise → Perform → Create → Lead → Impact → Represent → Pursue. This pathway then extends beyond the school.

Thus, Ashoka Creative Expressions is not an annual-event model; it is a continuous long-term learning pathway that transforms arts education from participation into purposeful creation, expression, leadership and excellence. Through exposure to authentic production environments, specialist mentors, certifications, recording, theatre, exhibitions and external platforms, students gain awareness of diverse pathways to pursue further education and careers connected to their strengths and interests. It takes a student from learning the skill to applying it, creating impact through it, taking it to the world and ultimately exploring how their passion can become a profession.

Impact

The impact of Ashoka Creative Expressions is reflected in a clear progression—from learning artistic skills to practising, performing, creating, leading, impacting communities, gaining global exposure and exploring future pathways.

- The programme has resulted in a **2× increase** in arts engagement, supported by weekly arts learning, academies, certifications, competitions and flagship showcases, ensuring sustained participation rather than one-time exposure.

- **8,000+ students** have participated in Ashoka Art Fest, creating and exhibiting 10,000+ artworks before 7.5 lakh+ visitors. Beyond showcasing talent, students learn conceptualisation, budgeting, marketing and sales, while ₹5 lakh+ raised through the initiative has supported NGOs and community causes.
- The programme creates artistic impact beyond the Ashoka campus. Through community outreach, Ashoka students mentor children from the adopted Mhasruli School in art forms including Warli Art. These students create artworks that are exhibited and sold at Ashoka Art Fest, with the proceeds directed towards the development and upliftment of their own school—turning creativity into a sustainable model of empowerment and community development.
- In Performing Arts, **100% student** participation in Excellence Day ensures that artistic opportunities are not limited to a select few. Students take on roles as performers, narrators, coordinators and production team members, strengthening confidence, collaboration and leadership.
- Students have earned **700+ state**, national and international performing arts achievements across platforms including Akhil Natarajam, Bharat Vikas Singing Competition, Prutha Fest, K.K. Wagh Competitions and Matru Mandir State-Level Singing Competition, alongside formal Gandharva certifications, which have grown by 45%. In the last two academic years alone, documented Music & Dance achievements include 552 at State level, 72 at National level, 43 at Interschool/District level and 2 at International level.
- The Drama Cell has taken student theatre to competitive platforms, with productions earning 4th Rank at the Maharashtra State level and 5th Rank nationally at the Rajya Bal Natya Competition—demonstrating the depth of theatre training and original production capabilities within the ecosystem.
- Even on the global stage through two distinct United Nations cultural representations: students

- represented India at UN Geneva in 2025, performing the traditional Rajasthani Ghoomar during Geneva Peace Week, and at UN Vienna in 2026, presenting Indian dance forms before international audiences. These experiences positioned students as young cultural ambassadors for India.
- Visual Arts has similarly reached global platforms: four student paintings were exhibited at the Palais des Nations, Geneva; one was purchased and inducted into the UN Gallery Collection, while proceeds from the remaining works supported cancer patients through Ashoka Medcover Hospital.

Together, these outcomes demonstrate that Ashoka Creative Expressions does more than develop artists—it builds a pathway where students learn a skill, find platforms to perform, use creativity to serve their community, represent their culture globally and begin seeing how passion can evolve into a purposeful profession.

Sustainability, Scalability & Replicability

The AJK Branch has shown good progress in sports through regular participation and competitions. During 2024–25 and 2025–26, our students won a total of 266 medals. In 2024–25, students won 112 medals – 46 Gold, 38 Silver and 28 Bronze. In 2025–26, they won 154 medals – 64 Gold, 48 Silver and 42 Bronze. Our students have participated in different sports such as Wushu, Karate, Skating, Kickboxing, Judo, Taekwondo and Aerobics/Gymnastics. They have taken part in competitions at inter-school, district, state and national levels. The school gives students regular practice, proper coaching and opportunities to take part in competitions. PE teachers and coaches identify students who show interest and ability in a particular sport and guide them further. One of our students, Abdul Ghani Zayan of Class 8, completed 80 minutes of non-stop skating during an 80th Independence Day celebration event connected with a world-record achievement. More than 165 schools across Telangana participated in the event. His achievement showed his hard work, stamina and

determination. The programme has helped students improve not only in sports but also in confidence, discipline, teamwork and sportsmanship. Students learn to handle both success and failure and become more confident while participating in competitions.

The school continues to support students by providing facilities, regular practice, coaching and guidance so that they can improve their skills and take their sporting abilities to higher levels.





DELHI PUBLIC SCHOOL VARANASI

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

PD Quality Cycle — A Continuous, Data-Driven Professional Development Ecosystem

Impact

- 100+ Hours PD Certification: Awarded to all qualifying educators | Edunext-verified records for every teacher | 3-category PD Appreciation Certificates issued (Mar 2026): Subject Meet Leads, Trainers, Members with 100+ Credit Points | Physical badges dispatched | PLI-directed recognition ceremony
- CBSE Resource Persons: Faculty facilitated national-level workshops — demonstrating mastery-level subject and pedagogical competency, contributing to the wider teaching community beyond DPS Varanasi
- HRDC impact: 12 unique teachers across 15 sessions (Apr-Aug 2025) + Mar 2026 CBSE training | AI tools adopted post-training: Gemini, Ideogram, InVideo, virtual labs — emerging technology integrated into everyday classroom practice
- CBQ adoption: Chemistry, Maths, Science teachers trained in case-based questions, assertion-reasoning formats and open-ended tasks — aligned to NEP's 50% CBQ benchmark — enabling students to apply knowledge, reason critically and engage with real-world contexts
- Compliance: Non-completion tracking via Edunext | Action taken via Learning Leaders | Feb 2026 compliance report issued to all campuses

CC Friday Impact — Verified Topics (Apr 2025 - Mar 2026)

- 17 CC Friday episodes (Ep 109-125): Question Making (Ei Asset, 2-part series) | Integral Education | Adolescent psychology | Common Minimum Programme
- Recordings shared for missed sessions — ensuring

100% reach | Cross-campus participation: DPS Nashik, Nagpur, Hinjawadi, Varanasi Student Outcomes — CBSE Board Results 2024-25 (Published Apr 2025)

- Class X Average: 80.8% (↑ from 80.01% in 2023–24) | Topper: Pragyan Singh | Class XII Average: 75.63% | Odissi: 100% | Sanskrit: 100% | Bharatnatyam: 97.88% | Applied Arts: 95.59%
- 100% salaries paid to all teaching and non-teaching staff — evidence of organisational stability and leadership commitment to staff welfare

Institutional Recognition

- CFORE School Excellence Award — India's Best Day Co-Ed School (Indian Curriculum)
- World Best School Prizes 2025 — Top 10 Global Finalist, Environmental Action

Sustainability, Scalability & Replicability

Built Into the System — Not Added to It

- The PD Quality Cycle is a self-sustaining institutional ecosystem embedded in the school's everyday functioning — professional development becomes sustainable when it is not added to the school system, but built into the system itself
- CC Fridays & Subject Meetings are permanent academic calendar fixtures — professional learning is non-negotiable, not optional | Edunext tracking creates enduring accountability: transparent, real-time, campus-wide
- 100+ Hours Certification creates annual self-directed motivation — teachers take ownership of learning beyond mandatory requirements | CBSE Resource Persons progressively reduce dependence on external agencies; each cycle builds internal expertise

Already Scaled — 4 Campuses, One Model

- Varanasi → Nashik → Lava Nagpur → Hinjawadi | Implementation does not require extensive infrastructure or large financial investment — only a committed academic calendar, structured

facilitation, leadership support and Edunext tracking

- Digital infrastructure enables monitoring across departments and campuses irrespective of physical location — the model can expand without proportionately increasing administrative complexity

Future Roadmap — From Participation to Teacher-Led Scholarship

- 10+ CBSE Resource Persons from faculty by 2027 | Action Research as formal PD pathway — teachers identify classroom challenges, test interventions, generate evidence-based solutions
- AI-assisted personalised PD planning — Edunext data recommending individual teachers' next professional learning steps

Three Principles of Sustainability

- Need-mapped PD creates ownership | Peer learning creates durable classroom change | Recognition amplifies voluntary participation





KHAITAN WORLD SCHOOL

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Balanced Literacy Curriculum: Reading Programme: Guided Reading & Interactive Read Aloud

Description of the Initiative

Khaitan World School is a 4-year young, future-focused CBSE school in Ghaziabad with a student strength of 647 and 63 teaching faculty. Run under the aegis of Khaitan Education Centre, we believe that better learning for children begins with better learning for the adults around them.

Khaitan World School introduced the Balanced Literacy Curriculum (BLC) with a clear belief: in a world where communication is a key future-ready skill, children must move beyond textbook-led language learning and become confident readers, writers and thinkers.

Our case study focuses on the Reading Programme within the Balanced Literacy Curriculum. Balanced Literacy has been built over four years, but the Reading Programme was sharpened in 2025–26 because our own evidence showed a clear need. Teachers were confident about the purpose of reading approaches but less confident when they had to judge an individual child's reading level, match an appropriate text, record progress and check comprehension. Instead of adding another generic workshop, we used that finding to design the next cycle of learning.

The Reading Programme includes Guided Reading and Interactive Read Aloud, supported by Oxford Reading Tree, Running Records and regular reading assessments. It reaches 25 English and Learning Support teachers from Nursery to Grade 5, with Heads of Department, school leaders, curriculum experts, the Master Coach and in-house Balanced Literacy champions working together. Protected time—15 dedicated PD days, weekly Thursday staybacks and year-round coaching—provides more than 160 hours of professional learning each year. Professional learning is not an add-on; it is part of how the school works.

The programme follows a simple Before-During-After model. Before implementation, we gather teacher needs data and induct teachers into the purpose and expected practices. During implementation, the cycle is Train → Model → Observe → Coach → Revisit. A Master Coach works alongside teachers, demonstrates practices in live classrooms, observes teaching, provides feedback and conducts short 'surgery sessions' around the gaps that are actually observed. In 2025-26, the coach is on site two days each week. Observations for learning are kept separate from performance appraisal, so teachers can try, reflect and improve without fear. The Khaitan Hub gives teachers on-demand access to manuals, training videos and exemplars, making professional learning easier to revisit independently.

For KWS, this initiative matters because literacy is the bedrock of all learning. When children can read with understanding, question what they read, build perspectives and express themselves confidently, they become less dependent on rote learning and more capable of applying knowledge in thoughtful and meaningful ways.

Impact

For us, impact is not the number of workshops delivered; it is what changes in teacher practice and, ultimately, in student learning. That is why the Reading Programme is built around evidence. The first impact was on the way we make professional learning decisions. A Balanced Literacy self-assessment showed a mean capability score of 3.70 on a 4-point scale; 96% of responses were rated 3 or 4 and 74% were rated 4. The strongest pattern in the lower-rated items was also the most useful: teachers needed greater confidence in identifying an individual child's reading level, matching the right text, recording progress and checking comprehension. This finding directly led to the 2025-26 Reading Programme. Evidence did not simply report our work; it decided what we worked on next.

The wider Teacher Effectiveness Enhancement Survey in 2025-26 gives another view of the culture

supporting the initiative. All respondents said professional learning was meaningful and relevant to their role; 98% said it enhanced their capability and confidence, 98% said it improved student learning experiences, and 98% said it aligned with their professional development. In addition, 76% described the impact on student learning outcomes as 'very impactful', and not one teacher rated it 'not impactful'. This matters because 90% of respondents had joined the school within the previous three years: the model has to work repeatedly for teachers entering at different stages, not only for the original group.

Impact is also visible in student evidence. Reading age is now tracked child by child and term by term. In English attainment from Term 1 to Term 2, Grade 3 moved from 72 to 79, Grade 4 from 80 to 82, and Grade 5 from 78 to 81. Grade 3, the cohort with the longest exposure to the Balanced Literacy Curriculum, showed the largest gain of seven points. External ASSET English benchmarking in 2024 also placed Grades 3 and 5 within the average band against 432 schools nationally and 38 across the NCR.

The human change is equally important. Teachers are opening their classrooms while they are still learning. Coaching conversations are becoming normal. Internal champions are supporting peers. As one lead teacher put it, the coaching cycle changed what she does on a Monday morning, not just what she knows about literacy. That is the impact we value most: professional learning becoming visible in everyday classroom practice.

Sustainability, Scalability & Replicability

The Reading Programme was designed to become less dependent on one expert over time. Our four-year Balanced Literacy journey has deliberately moved through four stages: expert leads, teachers practise, champions emerge, school owns it.

In the early years, the Master Coach carried most of the training, modelling and observation. From Year 2 onwards, teachers who were ahead in their practice were developed as lead Balanced Literacy teachers. They now support induction, peer learning and day-

to-day problem solving, while the Master Coach is gradually moving from intensive support towards quality assurance and audit. This is our train-the-trainer model in practice.

Sustainability is also built into the system. Teacher manuals, programme resources and classroom exemplars create a common language and clear expectations. The Khaitan Hub stores training videos, manuals and examples so that learning is available on demand and does not disappear when a staff member leaves. New teachers can be inducted by the Master Coach, while more experienced teachers can be supported by in-house champions. As teachers are becoming confident and feel secure in the practice, the next step is to use audit findings to create stronger buddy and peer-learning pathways between teachers at different stages of expertise.

Psychological safety is another important part of sustainability. We deliberately separate most developmental observation from performance appraisal. Learning walks, peer observation, self-observation and mentoring have no appraisal consequence. This makes it safer for teachers to ask for help, try a new approach and be observed

before they have mastered it. We believe that honest improvement is only possible when teachers do not feel that every learning moment is also a judgement.

The model is scalable because its architecture is simple and repeatable: identify the need -> train -> model -> observe -> coach -> revisit -> review evidence -> plan the next cycle. The same approach can be used with a new programme, a new teacher or a new campus. It has already crossed campuses within Khaitan Education Centre, with the Balanced Literacy approach established at Khaitan Public School and then transferred to Khaitan World School. The same professional learning architecture is also being used for Project-Based Learning and other school initiatives. The biggest risk to any coaching model is staff movement; our answer is to store capability in the school, not only in individuals.

Protected learning time, internal champions, common resources, the Hub and periodic external audit make the model both sustainable and replicable.

Our aim is simple: over time, external expertise should build internal confidence until the school can carry the practice forward itself.



SHEMROCK SCHOOL, MOHALI

Category

Excellence in continuous Professional Development for Teachers

Name of the Initiative

Flagship Initiative – TEAQIP (Teacher Excellence and Quality Improvement Programme)

Description of the Initiative

Shemrock School introduced TEAQIP (Teacher Excellence and Quality Improvement Programme) to transform professional development from isolated workshops into a continuous improvement ecosystem. The initiative was designed to address variations in classroom practices and the lack of measurable follow-up after conventional training programmes.

The programme covers all 110 teachers through a structured cycle of teacher self-appraisal, classroom observation, student feedback, competency analytics, personalised advisory reports, mentoring, professional development planning and reassessment. During 2025–26, 81 teachers were assessed across 37

competency areas, enabling customised development plans aligned with individual needs.

Unlike traditional CPD models that focus on attendance, TEAQIP continuously measures classroom practices through digital analytics and observation trends. The findings directly shape internal workshops, coaching sessions, peer learning, CBSE Capacity Building Programmes and external professional development opportunities.

The initiative has also contributed to wider professional recognition, with teachers receiving awards at external platforms and the school's CPD practices being featured in educational publications, demonstrating that TEAQIP develops not only better classroom practitioners but also educational leaders.

Impact

- 100% teaching staff participate in the TEAQIP professional development framework.
- The school has completed five structured evaluation cycles, generating 22,874+ feedback records, providing rich evidence for teacher growth and institutional planning.

- Institutional TEAQIP analytics show improvement in the overall teacher performance score from 76% (2023) to 80% (2025), with upward trends across competencies including teaching effectiveness, subject knowledge, communication, classroom management, preparedness and student engagement.
- During 2025–26, 81 teachers completed competency-based appraisals across 37 professional domains, enabling personalised coaching and measurable progress.
- Teachers increasingly integrate activity-based learning, differentiated instruction, technology-enabled teaching and reflective classroom practices following advisory reports and mentoring.
- The Professional Development Survey indicates strong teacher confidence in leadership support, collaboration, digital resources and professional learning opportunities.
- The initiative has also resulted in external recognition, with teachers receiving professional awards during 2024 and 2025, while the school's innovative CPD practices have been highlighted in educational publications, validating the impact of the programme beyond the school.

mentoring, training and reassessment ensures ongoing professional growth. The completion of five evaluation cycles demonstrates its continued implementation over time.

Scalability: The digital and data-driven framework can be extended as the school's teacher development needs evolve. With 100% teaching-staff participation, 81 teachers assessed across 37 competencies in 2025–26, and 22,874+ feedback records, the existing system demonstrates its capacity to manage professional development at institutional scale. TEAQIP data can also be used to identify common competency gaps and design school-wide CPD interventions alongside individual development plans.

Replicability: The core TEAQIP cycle can be adapted by other schools because it is based on structured processes rather than dependence on expensive resources. Schools can implement self-appraisal, classroom observation, feedback, mentoring, targeted training and reassessment using available digital or basic tools. This makes the approach adaptable to different school sizes and resource settings while retaining its fundamental principle of continuous, evidence-based teacher improvement.

Sustainability, Scalability & Replicability

Sustainability: TEAQIP is embedded into Shemrock School's regular teacher development and academic quality-assurance processes, making it a continuous system rather than a one-time initiative. Its cycle of self-appraisal, classroom observation, feedback, competency analysis, personalised advisory,



GOVERNMENT SENIOR SECONDARY SCHOOL DHAL, SRINAGAR, AJMER, RAJASTHAN

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Building Tomorrow Inside-(School Excellence Initiative

Description of the Initiative

The current state of Continuing Professional Development (CPD) within the school demonstrates a well-established and highly structured framework. Professional development is a regular fixture in the academic calendar, ensuring that learning remains a continuous habit for the faculty. The program has achieved a commendable 60% teacher participation rate, showcasing a strong willingness among staff to upgrade their skills across a diverse mix of internal workshops, external seminars, and digital training platforms. However, while the training pipeline is robust, a critical execution gap exists: classroom integration remains entirely optional and ad-hoc. This

disconnect creates an ecosystem where valuable knowledge is actively acquired but inconsistently implemented, preventing the training from driving systemic, measurable improvements in student learning outcomes. To bridge this gap and maximize the return on training investments, the school must transition from an “input-driven” participation model to an “impact-driven” implementation model. This requires transforming classroom application from a voluntary choice into a structured, accountable institutional practice.

Impact

Based on your school's current setup, continuing with an optional and ad-hoc integration model creates a specific set of outcomes.

If this gap is left unaddressed, it leads to a predictable set of negative impacts; however, transitioning to a structured integration model unlocks massive positive impacts across your entire school ecosystem.

The Impact Matrix

Time ROI-60% of teachers spend valuable time

and school funds on training that never reaches the students.

Student Outcomes-Students experience modern, dynamic, and tech-integrated lessons consistently across all subjects.

Teacher Culture- Teachers become active researchers, collaborating and taking pride in visible classroom success.

Sustainability, Scalability & Replicability

Sustainability-

Micro-Integrations: Do not ask teachers to overhaul whole units. Mandate 15-minute micro-trials of a single strategy (e.g., trying one digital quiz tool like Google Forms or one collaborative learning structure) per fortnight.

Embedded Time: Do not add extra meetings. Repurpose the last 15 minutes of existing weekly departmental meetings for a quick “What I integrated this week” round-robin.

Resource Banking: Create a shared digital repository. When a teacher successfully implements a digital or offline training tool, they upload their lesson plan template, so others do not have to reinvent the wheel.

Scalability- Scalability ensures the model can seamlessly handle more teachers, complex subjects, and higher grade levels.

The Train-the-Trainer Cascade: Leverage the 60% of teachers already trained. Turn them into “CPD Champions” who mentor the remaining 40% in applying online/offline strategies.

Cross-Functional PLCs: Cluster teachers into Professional Learning Communities (PLCs) that mix tech-savvy teachers with traditional teachers, ensuring support scales organically without administrative oversight.

Tiered Implementation Tracker: Use a centralized dashboard (like a shared Google Sheet) where department heads can track integration status across all grades at a single glance.

Replicability-

Standard Operating Procedures (SOPs): Create a 1-page “CPD Integration Playbook”. This blueprint outlines the exact steps a teacher must take post-training: Plan → Trial → Document → Share.

Universal Integration Rubric: Use simple, subject-agnostic rubric to measure success (e.g., Level 1: Strategy trialed; Level 2: Student artifact collected; Level 3: Strategy shared with department).

Plug-and-Play Templates: Standardize the post-training action plan and peer-observation forms so they look identical whether used in Primary Mathematics or Senior English.



HOLY SPIRIT INSTITUTE, MARGAO

Category

Nurturing Teachers, Transforming Classrooms: A Sustainable CPD Journey.

Name of the Initiative

Varnika

Objective

To build a continuous, collaborative and need-based professional development ecosystem for teachers in alignment with NEP 2020, ensuring 50 hours of CPD per year and improving classroom practices and student learning outcomes.

Context / Need:

In the rapidly changing educational landscape, teachers need regular upgradation in pedagogy, technology and child psychology. A need analysis revealed gaps in ICT integration, competency-based education and mental well-being. Hence, a structured

CPD plan was conceptualized to make teachers lifelong learners.

Implementation

A CPD Calendar was prepared at the beginning of the academic year under the guidance of the Manager Rev. Fr. Domingos Noronha and the Headmistress along with the teachers on the committee. Initiatives undertaken include: Monthly in-house workshops on NEP 2020, lesson planning, inclusive education and classroom management. Expert sessions in collaboration with Rotary Club of Midtown Margao on Mental Health, Cyber Safety, Health & Hygiene and Leadership. NISHTHA and DIKSHA online modules for 50 hours certification. Peer learning through demonstration lessons and sharing of best practices. The training on ICT tools and AI in education. The Coordinator Tr. Filomena Fernandes maintains records of all CPD hours and feedback.

Impact

The initiative has led to a visible shift from rote-learning to competency-based, child-centric teaching. Teachers are more confident in using technology, handling diverse learners and addressing socio-emotional needs of students. This has resulted in improved student engagement, better academic results and a more joyful learning environment. The spirit of collaboration among staff has strengthened.

Sustainability

The model is low-cost and internally driven. By integrating CPD into the school's annual academic calendar, creating a team of resource persons from within the staff and utilizing free government platforms like DIKSHA, the initiative is financially and operationally sustainable and will continue in the coming years.

Scalability and Replicability:

The model is highly scalable – from 2 hours a month to a full-fledged 50-hour annual module. It can be expanded to cover non-teaching staff and parents. It is replicable as it does not require high infrastructure; any school can adopt it by planning a need-based calendar, using local experts and government online courses. Our best practices like Peer Observation Week and Mindfulness in Classroom are easily replicable.

Conclusion:

The CPD initiative at Holy Spirit Institute has transformed professional learning into a continuous journey rather than a one-time event. It empowers teachers to empower students, truly making the school a temple of learning.



KHAITAN WORLD SCHOOL

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

The KWS Digital Learning Ecosystem

Description of the Initiative

The KWS Digital Learning Ecosystem is a school-wide approach to digital transformation that brings together infrastructure, digital platforms, pedagogy, teacher capability, operational systems and responsible technology practices. Its purpose is not simply to provide devices or digitise existing processes, but to make technology part of the everyday experience of learning, collaboration, creativity and school operations.

The ecosystem serves 650 students and 60 teachers and includes 30 smart classrooms. The Innovation Hub functions as a shared learning environment with dedicated areas for Graphic Design, Robotics, Maker Space, Audio Engineering and ICT. ICT access

is available to all students, while the Innovation Hub programme provides structured exposure to multiple technology domains. Students are grouped according to the domains offered at their grade level and rotate after Term 1, enabling them to experience more than one domain and progressively broaden their exposure as they move through grades.

A connected digital environment supports this learning model. Microsoft 365 provides the common platform, with Microsoft Teams available to students and teachers and more than 800 active users. Outlook, OneDrive and SharePoint support communication, storage and collaboration, while Edunext and Cuepilot support academic workflows, homework and assignments. The same digital approach extends into school operations through dashboards for student and teacher attendance, transport, admissions enquiries, content management and complaints, supported by academic analytics.

Security and responsible use are built into the ecosystem rather than added separately. A centrally managed Fortinet firewall provides web filtering, application controls, protection against phishing

and malicious content, and antivirus scanning. Cybersecurity sessions, an Acceptable Use Policy and an IT/cybersecurity policy reinforce responsible digital behaviour.

People remain central to the model. Teachers receive quarterly digital training, supported by documented training records and ongoing professional learning. Eighteen teachers are Microsoft Certified. The defining feature of the initiative is therefore integration: learning spaces, platforms, people, operations, security and governance work together as one connected digital learning ecosystem.

Impact

The impact of the KWS Digital Learning Ecosystem is visible in the breadth, consistency and purpose of digital learning across the school. With 650 students participating in the Innovation Hub programme and ICT access available to all students, technology-enabled learning is not restricted to a selected group. The structured rotation model gives learners opportunities to experience different domains and progressively expand their capabilities as they advance through grades.

A significant shift is the movement from digital consumption to digital creation. In each domain they learn, students create approximately 3–5 projects and apply concepts through hands-on work. Their experiences include coding and computational thinking, robotics, digital design and animation, 3D and maker technologies, audio, AI and other emerging-technology experiences. Students therefore do more than operate tools: they design, build, experiment, communicate and present. Photographic evidence of student projects and participation in competitions provides tangible evidence of this learning culture.

Teacher capability has developed alongside student learning. All 60 teachers receive quarterly digital training, and training records are maintained by the school. Eighteen teachers are Microsoft Certified. Microsoft Teams is used across the school by teachers and students, supporting communication, collaboration and learning workflows and helping

digital practice become part of routine school life rather than an occasional intervention.

The impact also extends to institutional operations. Connected dashboards bring together information across attendance, transport, admissions enquiries, content management and complaints. Academic analytics support the identification of learning gaps and student needs. Together, these systems enable more informed monitoring and decision-making and strengthen transparency across school processes.

Responsible technology use is treated as an integral outcome of digital transformation. The Fortinet-protected network provides technical safeguards, while student cybersecurity sessions, the Acceptable Use Policy and the IT/cybersecurity policy provide behavioural and governance safeguards. The combined impact is a school environment in which technology is accessible, widely used and increasingly purposeful: students create with it, teachers teach and collaborate through it, school teams use data to support decisions, and digital participation is supported by clear security and responsible-use practices.

Sustainability, Scalability & Replicability

The sustainability of the KWS Digital Learning Ecosystem comes from its integration into the regular functioning of the school. It is not designed as a one-time technology project or a stand-alone innovation lab. Infrastructure, digital platforms, classroom practice, teacher development, student projects, operational dashboards, cybersecurity and responsible-use practices work together as parts of the same system.

A major sustainability factor is investment in people. All 60 teachers receive quarterly digital training, and professional learning is documented by the school. Eighteen teachers are Microsoft Certified. This continuing development of teacher capability creates internal capacity to use, maintain, improve and extend digital practices over time rather than depending only on technology infrastructure.



The student model is also designed for continuity. The Innovation Hub provides structured exposure to multiple domains, with students rotating between domains during the year and encountering additional areas as they progress through grades. Because students create approximately 3-5 projects in each domain they learn, the model establishes a recurring cycle of learning, practice and creation. New tools and emerging areas can be incorporated within the same structure without redesigning the entire programme.

The ecosystem is scalable because the same connected digital environment supports learning, communication, collaboration and school operations. Microsoft 365, Teams, academic platforms and dashboards provide a common foundation that can expand as requirements evolve. Security measures,

user access controls and school policies provide a governance layer alongside this growth, helping expansion remain responsible and controlled.

The model is replicable in principle because its core approach is not dependent on one device, one application or one specialised facility. Other schools can adapt the model to their context by combining a reliable digital foundation with structured student exposure, project-based learning, teacher capacity-building, operational integration and responsible technology practices. The KWS experience demonstrates that meaningful digital transformation becomes sustainable when technology is embedded in the school's learning culture, professional practice and governance, rather than treated as a separate facility or short-term initiative.



BAL BHARTI SCHOOL, BAHADURGARH

Category

Excellence in Digital Transformation & Compliance

Name of the Initiative

Be the Light: Transforming Learning through Technology

Description of the Initiative

The digital transformation journey at Bal Bharti School, Bahadurgarh began during the COVID-19 pandemic, when ensuring continuity of learning became an immediate need. Microsoft 365 was introduced to support online teaching, collaboration and communication among students, teachers and parents. As the school community became more confident in using digital tools, the initiative gradually evolved from emergency remote learning into a comprehensive digital ecosystem supporting every aspect of school functioning.

Today, technology is integrated into teaching-learning, assessment, communication, administration

and decision-making. All teachers, students, parents and administrative staff are connected through secure institutional Microsoft accounts, creating a common platform for collaboration and information sharing. Microsoft Teams serve as the central hub for classroom teaching, assignments, announcements, discussions, resource sharing and hybrid learning experiences. Teachers also use tools such as Reading Progress, Reading Coach, Microsoft Forms, Copilot and Designer to create engaging, personalised and meaningful learning experiences for diversified learners in the classrooms.

The initiative extends beyond classroom instruction. Attendance records, surveys, assessments, communication, timetable management and operational processes have been digitised, allowing information to be accessed and managed more efficiently. The school leaders and the teachers use dashboards and digital reports

to monitor progress, identify trends and support evidence-based decision-making. At the same time, students are encouraged to become responsible digital citizens through cyber safety awareness and ethical technology practices.

A key strength of the initiative is that technology is not viewed as a standalone project. Instead, it has become part of the school culture and daily practices. Guided by the school motto, 'Be the Light', the initiative aims to empower learners, support educators and create connected learning experiences that prepare students for a rapidly changing world. The focus remains on meaningful learning, collaboration, innovation and responsible use of technology rather than technology adoption alone.

Impact

The initiative has transformed Bal Bharti School into a connected learning community where technology supports learning, communication, collaboration and school operations. Today, 100% of teachers, students, parents and administrative staff are connected through the Microsoft 365 ecosystem, enabling seamless communication and access to learning opportunities. Nearly 99% of academic and administrative processes are managed digitally, improving efficiency, transparency and consistency across the school. Students regularly access learning resources, assignments and collaborative activities through Microsoft Teams beyond classroom hours. Reading Progress and Reading Coach are used to strengthen reading fluency, build learner confidence and encourage independent learning. Digital assessments conducted through Microsoft Forms provide instant feedback and help teachers identify learning gaps quickly, enabling timely intervention and support. These practices have strengthened student engagement, participation, digital literacy and ownership of learning. Teachers use digital and AI-enabled tools to design engaging lessons, personalise instruction and streamline assessment practices. Copilot supports lesson planning and content creation, while digital collaboration tools encourage resource sharing and professional learning among educators. School leaders use dashboards and digital reports to monitor progress,

analyse trends and support informed decision-making. The digitisation of workflows has reduced paper usage by 70-80% and improved operational efficiency across the school.

The impact of the initiative extends beyond the school campus. Bal Bharti School is recognised as a Microsoft Showcase School, reflecting the successful integration of technology into teaching-learning and school operations. Educators actively share innovative classroom practices through Microsoft Tech Talk Tuesday sessions, Spotlight Stories and Community Calls. The school's contribution to the wider education community is further reflected through invitations received by educators to participate in Microsoft global learning opportunities and nominations for Microsoft Fellow recognition. These achievements demonstrate that the initiative is not only transforming learning and school operations within the school campus but also contributing to educational innovation, professional learning and digital transformation beyond the school boundaries.

Sustainability, Scalability & Replicability

What began during the COVID-19 period has evolved into an integral part of teaching-learning and school operations. Technology is embedded in everyday classroom practices, assessments, communication and administration. Continuous professional development structured onboarding programmes and mentoring ensure that teachers remain confident users of digital and AI-powered tools. Cyber safety awareness, responsible AI practices and digital citizenship programmes support safe and ethical technology use across the school community.

Scalability

The initiative supports all stakeholders across the school and has been implemented successfully from pre-primary to Grade XII. Cloud-based Microsoft solutions provide flexibility and enable the school to

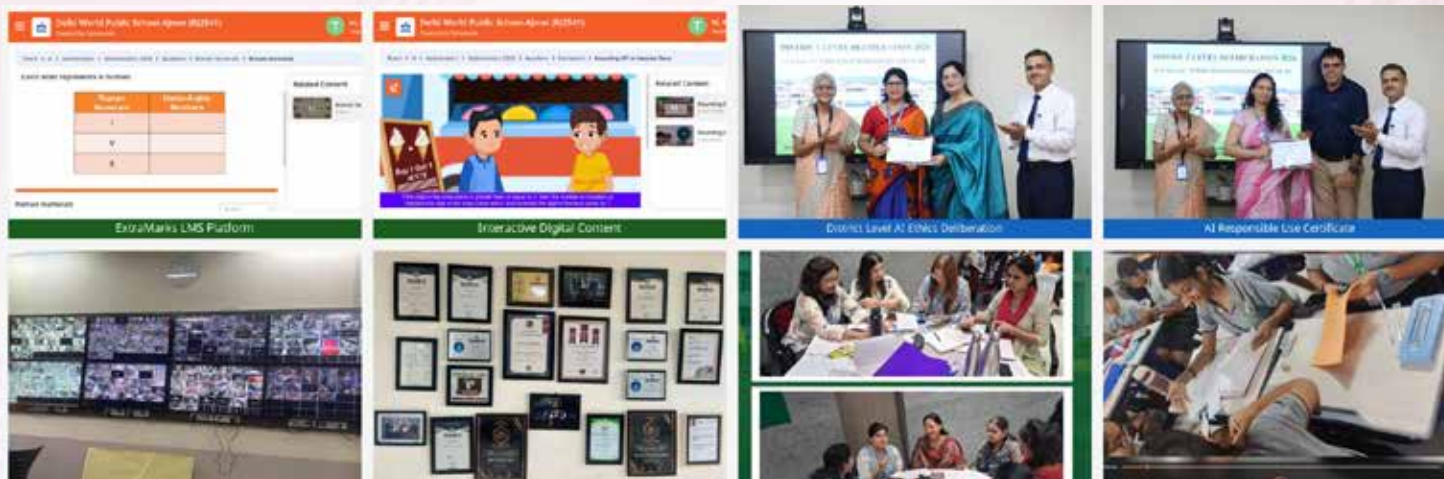
integrate new tools and innovations without significant infrastructure changes. Standardised workflows

and digital systems ensure consistency across classrooms, departments and administrative processes, making the model adaptable to future educational needs.

Replicability

The initiative offers a practical and effective framework that can be adopted by other schools seeking meaningful digital transformation. Its success is built on leadership commitment, teacher capacity

building, stakeholder engagement and clearly defined processes rather than technology alone. The standardised Microsoft Teams-based ecosystem, secure institutional accounts and established workflows make implementation straightforward and cost-effective. Recognition as a Microsoft Showcase School further reflects the strength and maturity of this approach. The initiative demonstrates that sustainable and meaningful digital transformation is achieved when technology is supported by strong leadership, continuous capacity building and responsible implementation, making it a replicable model for future-ready schools.



DELHI WORLD PUBLIC SCHOOL, AJMER

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

DWPS Ajmer Holistic Digital Transformation Ecosystem – Safe, Personalized & Globally Connected Learning

Description of the Initiative

Digital Transformation Initiative at Delhi World Public School, Ajmer

Delhi World Public School (DWPS), Ajmer, established in 2018 under the Delhi World Foundation, has steadily positioned itself as a pioneer of digital innovation in school education in Rajasthan. Ranked the best CBSE school in Ajmer for six consecutive years and among the top five in the state, the school has woven technology into the fabric of teaching, learning and community engagement. Its Digital Transformation

initiative ensures that education remains continuous, collaborative and parent-inclusive, preparing students as confident global citizens in a rapidly evolving world.

A cornerstone of this transformation is the seamless continuity of learning. When offline schooling is disrupted, online classes are activated promptly so that academic progress never pauses. Teachers and students rely on G Suite (Google Workspace for Education) tools — including Google Classroom and Google Meet — which were first extensively deployed during the pandemic and have since become an integral part of the school's digital ecosystem. These platforms enable real-time instruction, assignment submission, feedback and collaborative projects, ensuring that every learner stays connected to the curriculum regardless of physical circumstances.

Parent partnership forms the second vital pillar. Digital surveys and structured feedback are regularly collected through Google Forms, allowing the school to understand family perspectives quickly and respond with precision. This two-way communication

strengthens transparency and continuous improvement. Complementing this, DWPS Ajmer organises annual online orientation programmes for existing parents, conducted grade-wise. These sessions familiarise families with curriculum expectations, teaching methodologies, school policies and support systems, creating a shared vision for the academic year ahead.

Special focus is placed on the early years. Dedicated online workshops are designed for parents of Pre-Primary, Grade 1 and Grade 2 children. These interactive sessions equip parents with practical strategies to support foundational literacy, numeracy and socio-emotional development at home. In addition, the school regularly hosts online parenting sessions with domain experts — psychologists, paediatricians and education specialists — addressing contemporary parenting challenges and offering evidence-based guidance. Such initiatives foster a strong home-school partnership and help parents feel supported beyond the classroom.

Beyond these core measures, DWPS Ajmer has invested in smart classrooms, a robust Learning Management System, robotics and STEM labs, language labs and digital media facilities. Teachers receive continuous professional development in digital pedagogy, while students gain exposure to coding, artificial intelligence and collaborative online projects with partner schools. The school's own digital media house and student-led broadcasts further nurture 21st-century communication skills.

Through this thoughtfully designed Digital Transformation, Delhi World Public School, Ajmer continues to uphold its vision of blending Indian values with global competencies. The initiative ensures that teaching remains uninterrupted, parents remain actively engaged, and every child is empowered with the tools and confidence required to thrive in a digital future. In doing so, DWPS Ajmer reaffirms its commitment to building a connected, resilient and future-ready learning community.

Impact

Impact of Digital Transformation at Delhi World Public School, Ajmer

Delhi World Public School, Ajmer has undergone a comprehensive digital transformation that has redefined teaching, learning, assessment and school operations. The impact of this initiative is visible across infrastructure, student engagement, academic outcomes, operational resilience and institutional reputation.

The school now operates with 100% smart classrooms equipped with over 112 digital panels. Full integration of the Learning Management System and ERP (Edunext and Extra-Marks) has created a unified digital backbone. Biometric and facial recognition attendance systems have streamlined daily processes, while AI and Robotics Labs, supported by Britannica-enabled Project-Based Learning, have enriched hands-on exploration. The introduction of Artificial Intelligence as a subject in Class IX, along with active IT Clubs, has given students structured exposure to future-ready skills from an early stage.

Student engagement has risen significantly. With 96% digital access and approximately 2,850 daily users, learning has become continuous and inclusive. AI Summer Camp workshops and school-hosted AI impact events have sparked curiosity and innovation. Differentiated holiday assignments generated through Claude ensure that every learner receives tasks matched to their level, while continuous Parent-Teacher Meeting feedback collected via Google Forms keeps the home-school partnership strong and responsive.

Assessment practices have also been transformed. Nearly 78% of evaluations are now continuous digital formative assessments, allowing teachers to track progress in real time and provide timely interventions. AI-powered result analysis using Grok has enabled deeper insights into learning patterns, helping educators identify strengths and areas needing support with greater precision.

Operational efficiency and continuity have

improved markedly. Artificial Intelligence is used in administrative presentations and decision-making processes. A campus-wide CCTV network combined with an advanced RFID/GPS/CCTV-enabled transport system has enhanced safety and accountability. Most importantly, Google Classroom has ensured zero learning disruption during District Magistrate-ordered winter closures or monsoon-related shifts, demonstrating the school's ability to maintain academic momentum under any circumstances.

The transformation has been implemented at full scale — from Pre-Nursery to Class XII. Continuous professional development for teachers, regular parent orientations and NABET-accredited quality processes have institutionalized digital excellence. Intelligent integration of AI tools such as Grok and Claude has further strengthened both academic and administrative functions.

These sustained efforts have contributed to DWPS Ajmer retaining its position as the number one school in Ajmer for six consecutive years, earning School of Eminence recognition, and actively participating in district-level digital education deliberations. The cumulative impact is a resilient, future-ready learning ecosystem where technology amplifies teaching quality, deepens student engagement, strengthens parent partnership and ensures that learning never stops.

Sustainability, Scalability & Replicability

Sustainability, Scalability & Replicability of Digital Transformation at Delhi World Public School, Ajmer

Delhi World Public School, Ajmer has built its digital transformation on three interconnected pillars — sustainability, scalability and replicability. These principles ensure that the school's technological advancements are not temporary upgrades but a lasting, expandable and transferable model of future-ready education.

❖ Sustainability:

Sustainability lies at the core of DWPS Ajmer's digital journey. The school has created a robust and self-sustaining technological ecosystem that continues to

function effectively year after year without constant external intervention. Every classroom is a smart classroom equipped with more than 112 digital panels, supported by a fully integrated LMS and ERP system (Edunext and Extra-Marks). This unified digital backbone handles academic delivery, assessment, communication and administrative processes seamlessly.

Google Classroom has become the institutional safety net, enabling zero learning disruption during District Magistrate-ordered winter closures or monsoon-related shifts. Biometric and facial recognition attendance systems, campus-wide CCTV, and an advanced RFID/GPS-enabled transport network further strengthen operational reliability and safety.

Equally important is the human dimension of sustainability. Continuous professional development programmes keep teachers updated in digital pedagogy and AI tools. Regular parent orientations and feedback collected through Google Forms maintain strong home-school collaboration. The thoughtful integration of AI platforms such as Grok for result analysis and Claude for differentiated holiday assignments has reduced repetitive administrative load while improving the quality of academic decision-making. These systems are reinforced by NABET-accredited quality processes, ensuring that digital practices remain institutionalized rather than person-dependent. As a result, the school's digital framework continues to deliver consistent outcomes even as leadership, staff or external circumstances change.

❖ Scalability:

The digital model at DWPS Ajmer has already demonstrated strong scalability. It has been successfully rolled out across the entire school — from Pre-Nursery to Class XII — serving more than 2,850 students and recording approximately 2,850 daily digital users with 96 per cent digital access.

The architecture is modular and expandable. Smart classrooms, AI/Robotics Labs, Britannica-supported Project-Based Learning modules, Class IX AI as a subject, and IT Clubs can accommodate additional

sections or higher enrolment without requiring a complete redesign of systems. Differentiated assignments generated through Claude and continuous PTM feedback via Google Forms can be extended to larger student and parent populations with minimal incremental cost.

Administrative processes powered by AI, along with the existing LMS/ERP infrastructure, allow the school to absorb growth in data volume, user numbers and complexity. Whether the school expands its existing campus, adds new sections, or supports parallel programmes such as AI Summer Camps and school-hosted AI impact events, the digital foundation is designed to scale efficiently while maintaining quality and continuity.

❖ **Replicability:**

The transformation model developed at DWPS Ajmer is deliberately structured for replication by other schools. Its core components — 100 per cent smart classrooms, full LMS/ERP integration, biometric attendance, Google Classroom for academic continuity, AI-supported formative assessment (78 per cent continuous digital assessments), and structured parent engagement through Google Forms — are based on widely available and proven platforms.

The school's implementation roadmap is clear and transferable: phased infrastructure rollout, continuous teacher capacity building, regular parent orientation programmes, and quality assurance aligned with NABET standards. Intelligent use of AI tools such as Grok and Claude for analysis and personalized learning further provides a practical blueprint that other institutions can adapt according to their resources and context.

DWPS Ajmer's sustained position as the number one school in Ajmer, its School of Eminence recognition, and active participation in district-level digital education deliberations offer tangible evidence that the model works. Schools seeking to modernize can adopt the same principles of continuity, teacher empowerment, parent partnership and data-informed decision-making while customizing the scale and pace of implementation.

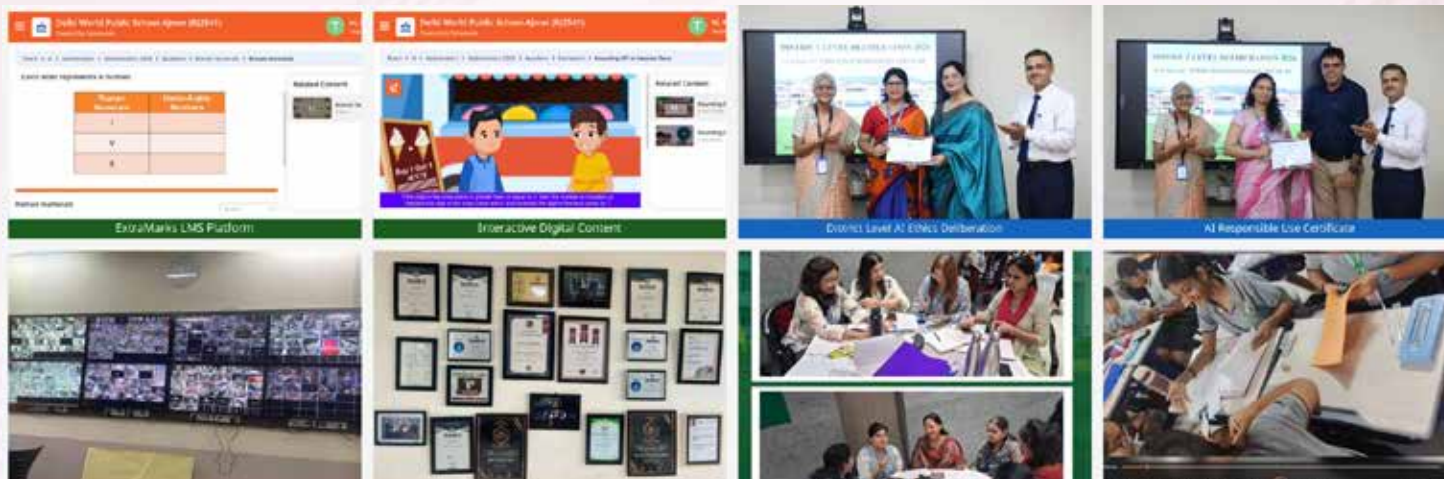
In summary, the digital transformation at Delhi World Public School, Ajmer stands on a foundation that is sustainable in the long term, scalable across growing student populations, and replicable by other institutions. By combining robust infrastructure, continuous capacity building and intelligent use of technology, the school has created a future-ready educational ecosystem that continues to evolve while remaining stable, inclusive and impactful.



AI SUMMER WORKSHOP

Delhi World Public School, Ajmer





GMHSS SUNJWAN

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Digital Learning and Transformation

Description of the Initiative

GMHSS Sunjwan has undertaken a holistic digital learning transformation to strengthen teaching-learning, improve student engagement and expand access to technology-enabled learning experiences.

The initiative brings together **smart classrooms and smart boards, digital learning resources and platforms, technology-enabled teaching and assessment, online learning and exposure opportunities, and teacher digital capacity building.** Rather than treating technology as a replacement for classroom teaching, the school has integrated digital tools purposefully into existing teaching-learning practices.

The transformation focuses on multiple stakeholders. Teachers are supported in developing digital skills and using technology effectively in lesson delivery and assessment. Students gain greater access to interactive digital resources, online learning opportunities and experiential activities that extend learning beyond textbooks and the conventional classroom.

The initiative also strengthens the school's digital ecosystem by connecting **teachers, students, learning resources, infrastructure and school processes.** Digital resources such as QR-enabled content can be used across classes and school wings, supporting wider and more consistent access.

A key aspect of the initiative is the emphasis on **responsible, safe and purposeful use of technology**, ensuring that digital adoption remains aligned with educational objectives, appropriate processes and student needs.

Impact

The initiative has contributed to a shift from predominantly textbook- and blackboard-based learning towards more interactive, accessible and technology-enabled learning experiences.

With an enrolment of 800+ students, digital infrastructure and resources provide a scalable platform for wider access to engaging learning experiences across classrooms. Smart classrooms and digital resources have enabled teachers to incorporate multimedia, interactive content and technology-supported activities into everyday teaching.

Students have gained greater exposure to digital learning resources and online learning opportunities, supporting participation, engagement and learning beyond the classroom. Technology-enabled experiential activities have also created opportunities for students to connect classroom concepts with real-world experiences.

Teacher capacity building has been an important component of the transformation, helping teachers strengthen their confidence and skills in integrating digital tools into teaching and assessment.

Overall, the initiative has supported the development of an integrated digital learning ecosystem, rather than focusing only on technology infrastructure. It has strengthened the connection between teachers, students, digital resources and school processes, while promoting responsible and purposeful technology use.

Sustainability, Scalability & Replicability

The initiative has been designed as a sustainable and scalable component of the school's regular teaching-learning ecosystem. Smart classrooms, digital platforms and ICT-enabled resources are being integrated into everyday academic practices rather than being treated as standalone interventions.

Continuous teacher capacity building supports sustained adoption, while digital resources can be reused and replicated across classes and school wings. QR-enabled resources and digital content provide a practical mechanism for extending access without requiring the same resources to be recreated repeatedly.

The model is also supported through institutional planning, monitoring and continuous improvement, helping ensure that technology adoption remains aligned with the school's educational priorities and student needs.

The initiative has potential for replication because its core approach is not dependent on a single technology or activity. It combines infrastructure, teacher capacity, digital resources, student participation and responsible technology use into an integrated model.

Going forward, the school can further extend this ecosystem through student-led digital learning and community outreach, enabling students to become active participants in promoting digital awareness and learning within and beyond the school environment.



SETH M. R. JAIPURIA SCHOOLS

Category

Excellence in Reviving India's Knowledge Systems

Name of the Initiative

Devbhasha: Sanskrit as a Living Language, anchored in Panchakosha-based Reflection

Description of the Initiative

Sanskrit occupies a paradoxical place in Indian schooling. It is the language in which much of India's philosophical, scientific, literary and mathematical heritage is encoded, yet it typically reaches learners late and arrives as an examination subject to be decoded through grammar tables, translation drills and memorisation. The predictable result is apprehension rather than affection. Children learn to parse the language without ever learning to speak it, and the body of knowledge it carries remains behind a door they have been taught to fear.

Seth M. R. Jaipuria Schools designed Devbhasha to reverse this sequence. Sanskrit is introduced from

Nursery – not as a subject to be mastered, but as a language to be lived: heard, spoken, sung and played with, much as a child acquires a mother tongue. The curriculum follows a deliberate progression. Age-appropriate oral exposure gives way to listening and speaking, then to vocabulary built through stories and context, cultural reference, simple sentence formation and recitation with meaning, and only thereafter to reading, writing and structured grammar. The design is spiral and experiential: learners meet the same language repeatedly at rising levels of complexity through classroom conversation, songs, dialogue, storytelling, performance and reflective tasks.

Language, however, opens a door it cannot itself walk through. To ensure that access to India's knowledge heritage translates into lived practice, the school pairs Devbhasha with the Reflection Chronicle, introduced from Grade 3 and structured on the Panchakosha Vikas framework. Every learner reflects weekly across the five koshas – physical well-being (Annamaya), vital energy (Pranamaya), emotional balance and self-awareness (Manomaya), intellect and discernment (Vijnanamaya), and gratitude, joy and inner purpose

(Anandamaya). Each cycle carries goal-setting, self-rating and a structured review after four weeks. Senior learners extend the practice into community service, ethical decision-making and responsible citizenship.

Both strands are delivered by the school's own teachers and embedded within the regular timetable rather than offered as enrichment. Teachers are supported through structured lesson plans, standardised resources, monthly webinars, face-to-face engagement and a spiritual retreat – amounting to approximately fifty hours of professional interaction. External practitioners and knowledge holders contribute demonstrations and workshops, but never core delivery: a deliberate choice that keeps the model independent of outside expertise and therefore durable.

The defining feature is continuity. India's Knowledge Systems here are neither a festival, nor a celebration, nor an annual assembly. They are the daily grammar of school life, encountered from a child's first year of schooling to the last.

Impact

The initiative's first measure of impact is its reach. Devbhasha is delivered to every learner from Nursery upwards – approximately 40,000 children across 62 campuses – making sustained Sanskrit exposure universal rather than elective. The Reflection Chronicle reaches roughly 25,000 learners from Grade 3 onwards across the same network. No child opts in or out, and no cohort depends on a single enthusiastic teacher. Universality is itself an outcome, because it converts an aspiration into an entitlement.

Within classrooms, the shift is observable and consistently reported. Hesitation in oral use has declined markedly: children who would once have approached Sanskrit with apprehension now volunteer, converse and correct one another. Teachers record gains in pronunciation, vocabulary range, listening comprehension and the confidence to construct simple sentences unaided. Because exposure begins at Nursery, the affective barrier that ordinarily forms around Sanskrit by adolescence is never given the opportunity to form.

The Reflection Chronicle generates a structured evidence trail rather than an impression. Every learner from Grade 3 completes a weekly reflection across the five Panchakosha domains, sets a goal, self-rates against it and reviews progress after four weeks. Across an academic year this yields a documented, longitudinal record of each child's growth – qualitative in substance but systematic in method – allowing teachers and parents to trace development in self-awareness, emotional vocabulary and ethical reasoning over time.

Teachers report a strengthening of student voice. Reflections have grown longer, more specific and more candid; children articulate emotion with greater precision; and connections between classroom content and Indian conceptions of holistic development are increasingly drawn by students themselves rather than supplied by adults.

Most significantly, the initiative has moved learners from awareness to application. Gratitude practices, respectful conduct, community engagement, cultural expression and reflective decision-making are now visible in ordinary school life – in assemblies and corridors, in how disagreements are settled, and in the seriousness with which senior students approach community service. Students do not merely learn about India's traditions; they speak them, reflect through them, practise them and apply them.

That transition – from knowing to doing – is the outcome the school regards as decisive.

Sustainability, Scalability & Replicability

The initiative was built to outlast the people who created it. Devbhasha and the Reflection Chronicle sit within the regular timetable as core curriculum, not as an enrichment programme dependent on a champion's energy or a benefactor's grant. They are timetabled, resourced, planned and assessed like any other academic commitment, which means their continuation requires no annual decision to renew them.

Sustainability rests on three deliberate design choices. First, delivery is teacher-led: because the school's own faculty carry the programme, supported by structured lesson plans and standardised resources, the model does not depend on the availability of external Sanskrit scholars or heritage practitioners – a dependency that has caused many well-intentioned programmes of this kind to lapse. Second, teacher capability is built continuously rather than once, through monthly webinars, face-to-face engagement and a residential retreat totalling some fifty hours of professional interaction, so that new teachers enter a system already equipped to induct them. Third, the spiral curriculum design means each grade builds on the last, making discontinuity academically costly and therefore self-correcting.

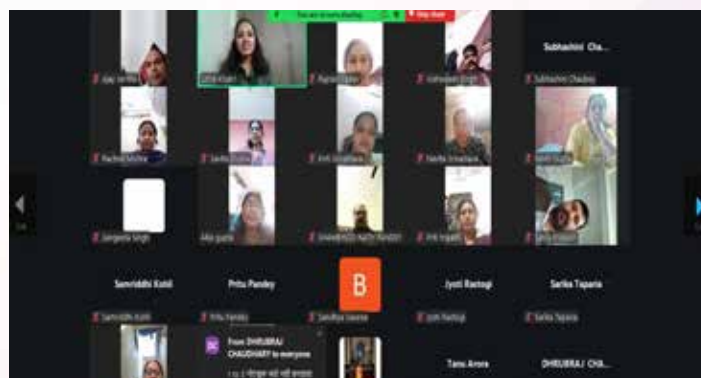
Scale has been demonstrated rather than projected. The model operates across 62 schools in 51 cities and six states, within a network serving more than 55,000 students. This matters because the standard objection to integrating India's Knowledge Systems is that authenticity does not survive scale. The Jaipuria experience suggests otherwise: standardised curriculum documents, shared pedagogy and a common reflection framework have allowed the initiative to expand across diverse linguistic and cultural contexts without dilution.

Replicability follows from the same architecture. Because the initiative is codified – in curriculum, lesson plans, teacher-development structures and the Reflection Chronicle itself – it is transferable. Any school system willing to commit timetable space and teacher-development hours can adopt it. No proprietary technology, specialist recruitment or external funding is required.

The school is candid about what remains difficult. Ensuring consistent teacher capacity across grades and campuses is continuing work. Building authentic interdisciplinary connections, rather than surface-level linkages between subjects, demands sustained academic discipline. And contextualising India's Knowledge Systems without reducing them to

symbolism requires vigilance, since the easiest version of this work is always the most decorative.

The principal improvement now underway is measurement. The school is standardising outcome data on Sanskrit language proficiency and longitudinal student growth, so that progress can be tracked comparatively across grades and campuses – moving the evidence base from consistent professional observation to standardised, comparable data.





ARISE (The Association for Reinventing School Education) is an autonomous body that brings together some of the country's most progressive and intellectual minds including School Promoters, Edupreneurs & Leaders who remain committed and focused on serving as a beacon for change within the diverse and dynamic landscape of India's school education system. Living up to the motto 'Student First', ARISE recognises the complexity and the unique challenges faced by both independent private schools and public / government schools and will continue to play an important role to be a collaborative platform to bring together forward-thinking school founders, educators, policy makers, think tanks, educationists, civil society experts and technical experts. As a collegium, ARISE represents over 1800+ Schools, 95,000 Teachers, and 1.5 Million Students.



Established in 1927, FICCI is the largest and oldest apex business organisation in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies.

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For More Information, please contact

✉ arise@ariseedu.in

☎ +911246620975