



ARISE EXCELLENCE AWARDS

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS
DIGITAL TRANSFORMATION AND COMPLIANCE
REVIVING INDIA'S KNOWLEDGE SYSTEMS

ARISE EXCELLENCE AWARDS

EXECUTING THE SUSTAINABLE DEVELOPMENT GOALS
WATER AND SANITATION EXPERIMENTAL LEARNING
HEALTH AND WELL-BEING CLIMATE ACTION

ARISE
SPORTS
CLIMATE ACTION EDUCATION
DIGITAL TRANSFORMATIONS
ENTREPRENEURSHIP

DRIVING IMPACT BEYOND THE CLASSROOM

COMPENDIUM OF TRANSFORMATIVE TALES

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 and impact in Indian education. Anchored in the guiding principle of **“Student First”**, the Awards recognise schools that go beyond academics by nurturing values, creativity, resilience and community engagement, preparing future citizens as responsible contributors and leaders of tomorrow.

As we continue on our journey to celebrate victories that have set benchmarks of excellence in education, we have expanded our horizons by

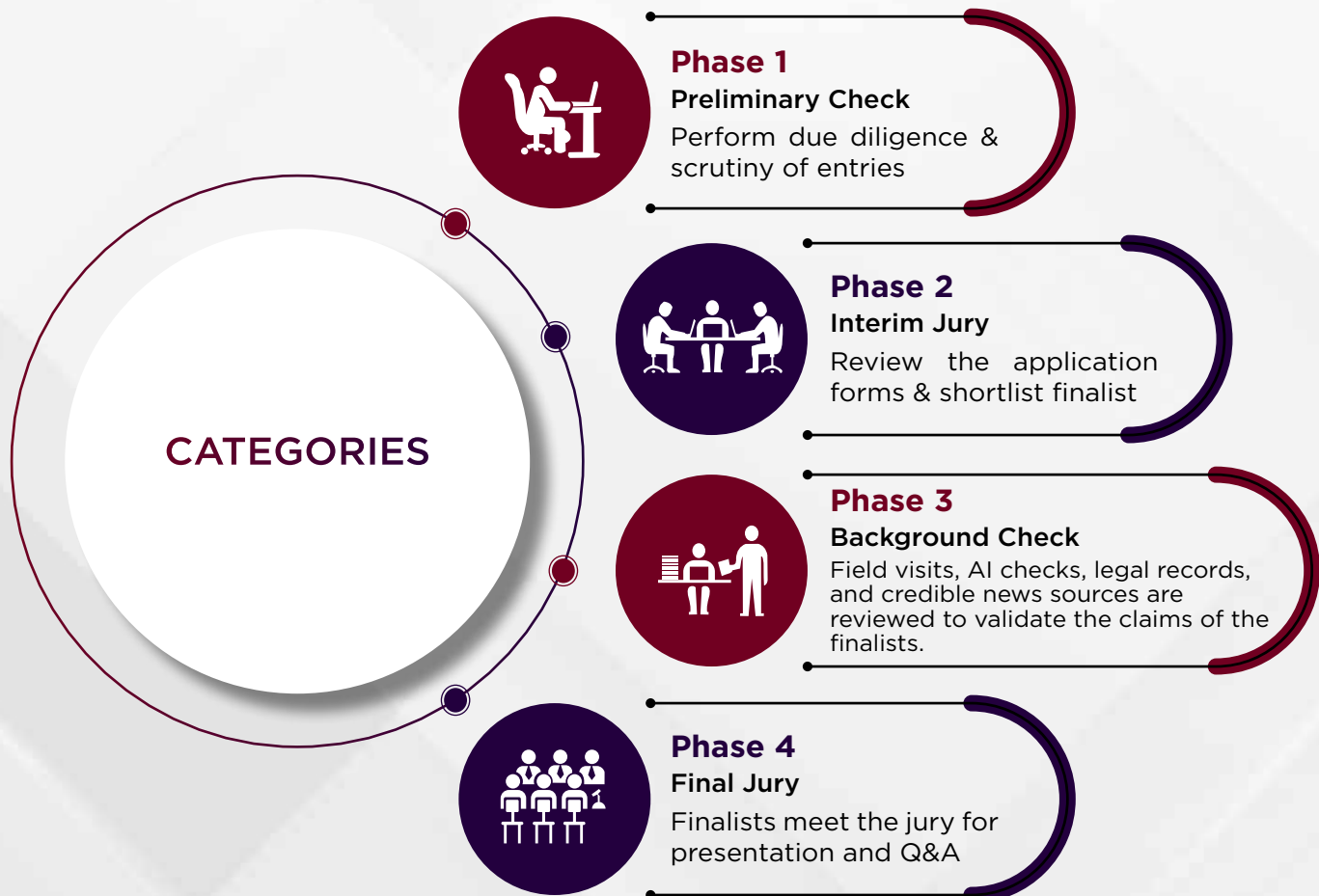
steadily introducing new categories that mirror the changing priorities of school education. What began with a focus on sustainability grew to include teacher development, experiential learning, digital transformation, sports, entrepreneurship, and community service. In 2025, the scope widens further with categories that celebrate **Visual and Performing Arts, Global Impact Leadership and the revival of India’s Knowledge Systems**. The **Awards also reinforce the importance of Digital Transformation, now coupled with compliance, alongside Continuous Professional Development for Teachers, Future-Ready Skills and contributions to the Sustainable Development Goals**. This adaptability ensures that the Awards remain rooted in contemporary needs. It also showcases practices that can inspire and be scaled across the ecosystem.

By recognising top performers and encouraging a culture of continuous improvement, the ARISE Excellence Awards act as a vital catalyst for excellence and innovation in India’s school education landscape. Aligned with the vision of **Viksit Bharat@2047**, they represent more than recognition. They are a national platform to surface and share practices that are scalable, replicable and transformative, 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 journey began in 2022, when the Awards were launched in collaboration with FICCI with a focus on the Sustainable Development Goals. Categories that year 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 |

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**. The Chief Guest was **Dr. Joseph Emmanuel, Chief Executive & Secretary, CISCE**, who applauded the initiative for showcasing schools preparing learners for the future.

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 |

The credibility of the Awards has been shaped by the presence of **distinguished Interim and Grand Juries**, comprising eminent educationists, policymakers, and practitioners. Their deliberations have ensured rigour and fairness, while the involvement of Ernst & Young as the official tabulation partner has further strengthened transparency and integrity.

Grand Jury Members

- ▶ **Dr. Srinivasa Rao Pulijala**
CEO
Apollo Medskills Limited
- ▶ **Mr. RCM Reddy**
MD & CEO
Schoolnet India Ltd
- ▶ **Mr. Raj Gilda**
Co-Founder and VP
Lend A Hand India
- ▶ **Mr. Vipul Shah**
Head Education & Skilling Global CSR
Tata Consultancy Services
- ▶ **Ms. Pritha Dutt**
Director
Empower Foundation India
- ▶ **Dr. Abhilasha Gaur**
COO
Electronic Sector Skill Council of India,
Schoolnet India Ltd
- ▶ **Mr. Sunil K. Marwah**
CEO
Food Industry Capacity & Skill Initiative, Lend
A Hand India
- ▶ **Mr. Harpreet Singh**
Chief Operating Officer
Tree House Education and Accessories Ltd
- ▶ **Mr. Sushant Kalra**
Director
Parwarish Institute of Parenting Pvt. Ltd
- ▶ **Mr. Parikshit Markanday**
Chief Partnership and Growth Officer
Times Pro

Interim Jury Members

- ▶ **Ms. Radhika Shrivastava**
Executive Director
Fortune Institute of International Business
- ▶ **Dr. Seema Sharma**
Professor
Delhi School of Social Work, University of
Delhi
- ▶ **Mr. Manish Upadhyay**
Co-founder
LIQVID (English Edge)
- ▶ **Ms. Anuka Kumar**
CSR Head
OPPO
- ▶ **Ms. Prachi Gaur**
Program Director
Tech Mahindra Foundation
- ▶ **Mr. Nishit Jain**
Special Advisor-Asia
EFMD
- ▶ **Mr. Amit Chandra**
CEO
Centre for Civil Society
- ▶ **Mr. Antony Nellisery**
Head
Sterlite EdIndia Foundation
- ▶ **Mr. Prashant Narang**
Senior Fellow, Research and Training Programs
Centre for Civil Society
- ▶ **Mr. Viplav Baxi**
Author, WhatIfEDU, SVP & Chief Product
Officer, Knimbus
- ▶ **Mr. Abhishek Pandit**
Founder Director
EduVantage Pvt. Ltd



3RD EDITION OF ARISE EXCELLENCE AWARDS 2025

The third edition of the ARISE Excellence Awards in collaboration with FICCI has emerged as a defining moment in the journey of this initiative. Launched on April 17, 2025, this edition has generated unprecedented enthusiasm and will culminate with felicitation this September at the ARISE Annual Education Conference in New Delhi.

A landmark refinement introduced this year was the creation of a separate track for government schools. This progressive step ensured equitable recognition and inspired exceptional participation from institutions across the country.

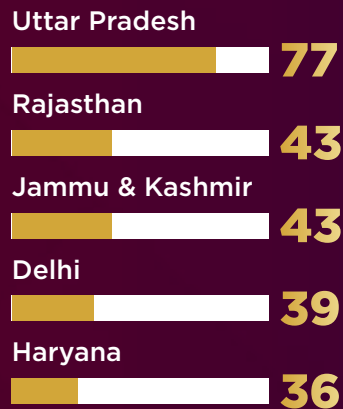
The momentum has been extraordinary. More than 800 schools representing 22 States and Union Territories submitted entries across nine categories that capture the full spectrum of school transformation including teacher development, experiential learning, digital responsibility, sustainability, the arts and Indian knowledge systems. The scale, diversity and quality of participation position 2025 as a milestone year in the evolution of the Awards, reinforcing their stature as a truly national platform for celebrating innovation and impact in education.



Registrations
+535
from Past Editions



States with Highest Turnout



800+ Schools | **22** States & UTs | **9** Categories

42%
345
Government Schools



58%
467
Private Schools



AWARDS CATEGORIES



1 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.



3 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.



5 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.



2 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.



4 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.



6 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.



7 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.



8 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.



9 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 3RD EDITION

GRAND JURY MEMBERS



JURY CHAIR

Ms. Anita Karwal

Former Secretary School
Education & Literacy,
Govt of India



Prof. Pankaj Arora
Chairperson, National
Council for Teacher
Education (NCTE)



Prof. (Dr.) Bhola Ram Gurjar
Director, National Institute for
Technical Teachers Training
and Research (NITTTR)



Dr. (Ms.) Pawan Sudhir
Professor & Head, Department
of Education in Arts and
Aesthetics, NCERT



Harish Doraiswamy
Director, Centre Square
Foundation (CSF)



Ms. Maya Menon
Founder & Director, The
Teacher Foundation



Mr. Gaurav Sarup
Chief Sustainability Officer,
Vedanta Group



Mr. Amitav Virmani
Founder & CEO, The Education
Alliance



Ms. Vishakha Saigal
Vice President & Head-
Strategic Initiatives,
Regulatory Policy &
Research at Jio



Dr. Arpan Tulsyan
Senior Fellow
ORF



Dr. Anandini Dar
Associate Professor, BML
Munjal University



Ms. Shelly Chhabra
Public Policy Manager,
Coursera

INTERIM JURY MEMBERS



Ramya Venkataraman
Founder & CEO
CENTA



Dr. Antony Nelliserry
Head, Sterlite Edindia
Foundation



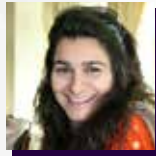
Prof. (Dr.) K G Suresh
Director, India Habitat
Centre & Founder
President, Global Media
Education Council (GMEC)



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



Jaydev Rath
Senior Vice President &
Head of Education Vertical
At Jio Platforms, Reliance
Industries



Radhika Kawlra Singh
Olympic Mind Coach &
Author



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



Prateek Som
Advocate & Managing
Partner, Chamber of
Prateek Som



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



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



Dr. Bhupender Som
Director, GNIOT Institute
of Management Studies
(GIMS)



Surabhi Khanna
Designer & Educator



Bhasker Das
Chief Operating Officer,
Alyssum Global



Munish Jindal
Founder & CEO,
HoverRobotix



Anuka Kumar
CSR Head
OPPO



SHORTLISTED INITIATIVES

Jammu and Kashmir

- Army Goodwill School Wuzur, Anantnag
- PM SHRI GMS Smailpur, Samba
- Army Goodwill School Wuzur, Anantnag
- Army Goodwill School, Bandipora
- The Flight Lieutenant Advitiya Bal Govt. Girls Higher Secondary School, Ranbir Singh Pura
- Government High School Gurha Brahmana, Bantalab

Delhi

- MRG School, Rohini
- MCD Primary Co-Ed School, Lajpat Nagar III
- St. Mark's World School, Paschim Vihar
- Modern Public School, Shalimar Bagh
- MC Primary School, Nangloi Village Inner-II
- Govt. Girls Sr. Sec. School, Block-SU, Pitampura
- Amity International School, Saket
- Amity International School, Pushp Vihar

Jharkhand

- UMS Taldangal-1, Dumka
- Government Upgraded Middle School, LEM, Ranchi
- UMS Taldangal-1, Dumka
- Kanya Madhya Vidyalay, Raghunathpur, Dumka
- Government R M S, Dalgajpara, Dumka

Haryana

- Army Public School Military Station, Hisar
- Shiv Nadar School, Faridabad
- Aravali International School, Surajkkund, Faridbad
- Heritage International Xperiential School, Gurugram
- Shiv Nadar School, Faridabad

Uttar Pradesh

- Amity International School, Vasundhara, Sector-6, Ghaziabad
- Sunbeam School, Sarnath, Varanasi
- Silverline Prestige School, Ghaziabad
- BDS International School, Meerut
- Prakriti School, Meerut
- Bal Bharati Public School, Noida
- Ramagya School, Noida
- GD Goenka Public School, Lucknow
- PM Shri Basic School, Rusaina, Lucknow
- PM Shri Basic School, Khushalganj, Lucknow

Madhya Pradesh

- Sandipani Naveen Malav Kanya 2 School, MOG Line, Indore

Telangana

- Suchitra Academy, Hyderabad
- Suchitra Academy, Hyderabad

Meghalaya

- Mynken Christian Higher Secondary School, Bhoirymbong

Tamil Nadu

- CS Academy, Coimbatore

Karnataka

- Whitefield Global School, Bengaluru
- Government High School, Bashettihalli, Bengaluru Rural

Gujarat

- Kokilaben Dhirubhai Ambani Reliance Foundation School, Jamnagar
- Fountainhead School, Surat

West Bengal

- Sushila Birla Girls' School, Kolkata

Maharashtra

- Ashoka Global Academy, Nasik
- Ashoka Universal School, Ashoka Marg, Nasik

Rajasthan

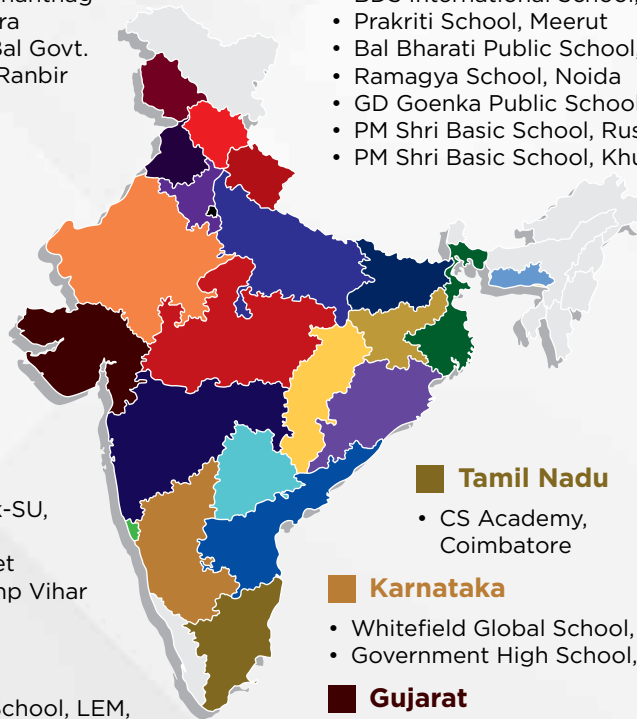
- Government Senior Secondary School, Dhundha, Barmer
- Government Senior Secondary School, Booj

Punjab

- School of Eminence, Ramsara

Goa

- Government High School, Menkurem
- KVPM Govt. Higher Secondary School, Khandola, Marcela





WINNERS 2025

| Categories | Winners |
|--|---|
| Excellence in Future Ready Skills | Sandipani Naveen Malav Kanya 2 School MOG Line Indore |
| | Silverline Prestige School |
| Excellence in Experiential Learning | Army Goodwill School Ayathmulla Bandipora |
| | Aravali International School |
| Excellence in Continuous Professional Development for Teachers | UMS Taldangal-1 |
| | CS Academy |
| Excellence in Digital Transformation and Compliance | GHS Bashettihalli |
| | Army Public School Military Station Hisar |
| Excellence in Sports | Myngken Christian Higher Secondary School |
| | Ramagya School, Noida |



WINNERS 2025

| Categories | Winners |
|---|---------------------------------------|
| Excellence in Visual and Performing Arts | RMS Dangalpara |
| | Shiv Nadar School Faridabad |
| Excellence in Global Impact Leadership | Govt. Sr. Sec. School Dhundha, Barmer |
| | Ashoka Universal School |
| Excellence in Reviving India's Knowledge Systems | Government High School Menkurem |
| | Prakriti School |
| Excellence in Executing the Sustainable Development Goals | UMS Taldangal-1 |
| | Shiv Nadar School Faridabad |

SPECIAL JURY RECOGNITION

| Categories | Special Jury Recognition |
|---|--|
| Excellence in Future Ready Skills | Kanya Madhya Vidyalay Raghunathpur |
| Excellence in Digital Transformation and Compliance | Army Goodwill School Wuzur |
| | MCD Primary Co-Ed School, Lajpat Nagar III |
| | Whitefield Global School |
| Excellence in Global Impact Leadership | Suchitra Academy |
| Excellence in Executing the Sustainable Development Goals | Government Upgraded Middle School, Lem |
| | Modern Public School, Shalimar Bagh |



**WINNING CASE
STUDIES 2025**



SANDIPANI VIDYALAY NAVEEN MALAV KANYA INDORE

Category

Excellence in Future Ready Skills

Name of the Initiative

Creators of Future

Description of the Initiative

The initiative “Creators of Future” was launched on 15 July 2023 with the vision of preparing students from marginalized and economically weaker backgrounds with 21st-century skills and holistic learning opportunities. Recognizing the challenges of limited infrastructure, low parental awareness, and minimal exposure to digital tools, the school adopted a Future-Readiness Framework that integrates digital literacy, entrepreneurship, leadership, life skills, and creativity into mainstream education.

Key components of the initiative include:

- Digital Literacy & Coding: Students engaged with Scratch Jr, mobile-friendly coding platforms, and workbooks, enabling them to move beyond basic

digital skills to applied coding, problem-solving, and logical thinking. Structured training and participation in Hour of Code and coding camps provided international exposure.

- Entrepreneurship & Innovation: Through the Tejasvi Programme, 32 girl students received ₹3,000 each as seed funding to pitch and implement entrepreneurial projects. This nurtured creativity, financial literacy, and innovation among students—rare in government school ecosystems.
- Leadership & Life Skills: Platforms like Bal Sansad (student parliament), morning meetings, and public speaking forums were created to instill confidence, civic awareness, and decision-making skills. Life skill sessions on resilience, empathy, and collaboration further strengthened their social-emotional foundation.
- Creativity & Holistic Development: Students participated in art, Sanskrit, and science competitions, securing top positions in Pratibha Samman Yojana (NITI Aayog), inter-school

exhibitions, and national-level contests like Solve for Society 2024, where 4 students ranked among the Top 5 nationally for community-based tech solutions.

- **Community Engagement:** The Srijan Programme was designed to involve parents by showcasing children's learning outcomes. This not only built awareness but also strengthened the school-parent partnership, with parental participation rising by 80% in one year (142 in 2023-24 to 256 in 2024-25).
- **Teacher Capacity Building:** Over 30 teachers across Science, English, Math, Hindi, Social Science, FLN, and KG were trained in project-based learning, CCL, and digital integration, ensuring that innovative pedagogical practices became a part of everyday teaching.

Despite infrastructural limitations (only 14 computers initially), the school maximized reach through blended learning, rotational access, and mobile-based tools, ensuring no child was left behind. With ₹10 lakhs invested in labs, workbooks, and exposure visits, the initiative was implemented within 6-8 months and continues to evolve.

This integrated approach bridges the digital and socio-economic divide, positioning the school as a forward-looking institution where students, teachers, and parents collectively drive learning transformation.

Impact

The initiative has delivered measurable and holistic improvements across students, teachers, parents, and the broader school ecosystem, creating a strong case for its transformative impact.

► Students:

- Academic outcomes improved significantly: Class 12 Science pass percentage rose from 90.91% to 100% (+9.09%), while the overall 10th and 12th board results improved from 95.45% to 97% in 2024-25.

- In Digital Literacy, 65% of students from Grades 6 to 8 scored 41% and above, showing clear progress in foundational readiness.
- Coding proficiency grew steadily: Grade 6 improved from 55% to 58%, Grade 7 from 65% to 72%, and Grade 8 from 70% to 80%, demonstrating students' growing ability to apply computational and logical thinking.
- Participation expanded widely, with 40+ students in Pratibha Samman Yojana, 32 girls in the Tejasvi Programme receiving ₹3000 seed funding each for entrepreneurial projects, and 4 students ranking in the Top 5 nationally in Solve for Society 2024.
- Scholarships rose as NMMS selections doubled from 4 students in 2023-24 to 9 in 2024-25, boosting aspirations.

Beyond numbers, there has been a noticeable enhancement in 21st-century skills such as problem-solving, collaboration, communication, and creativity. Students displayed increased confidence in coding, digital tools, and critical thinking, with active participation in debates, exhibitions, and civic initiatives like Bal Sansad on Swachhta model cities.

► Teachers:

- Over 30 teachers were trained across Science, Math, English, Hindi, Social Science, FLN, KG Classes, and digital integration, strengthening pedagogical innovation.
- Teachers actively embedded digital tools in classroom teaching and assessments, making learning more engaging and participatory.
- The Computer Teacher Year-End Assessment score improved from 89% to 95% (+6 percentage points), reflecting stronger mastery and application of skills.
- Teachers adopted new practices in project-based learning, life skills, and design thinking, reducing instructional burden and improving effectiveness.

► **Parents & Operations:**

- Parental engagement through the annual event Srijan increased from 142 parents in 2023-24 to 256 in 2024-25, marking an 80% growth. This strengthened the school-parent partnership, with parents observing greater confidence, creativity, and curiosity in their children's learning.

► **Qualitative Impact**

- **Immediate Change:** Students' excitement and motivation toward technology-based learning grew instantly, and teachers began experimenting with new methods within the first month.
- **Over Time (Past One Year):** Students developed consistency in completing digital tasks independently, gained stronger participation in extracurriculars, and demonstrated lasting improvement in both academics and personal confidence.
- The school administration positioned itself as a forward-looking institution, successfully bridging the rural-urban digital divide and creating replicable models of digital and holistic education.

Sustainability, Scalability & Replicability

The initiative has been carefully designed to ensure that its benefits are long-lasting, adaptable, and expandable to larger contexts. The school has adopted a multi-pronged approach that embeds sustainability, prioritises scalability across diverse groups, and ensures replicability for similar schools in resource-constrained settings.

Sustainability:

- To sustain digital learning and future-ready education, the school is systematically enhancing infrastructure with support from the state government, including an increase in the number of functional computers and offline digital resources.

- Teacher capacity building remains central. With 30+ teachers already trained across subjects, annual training cycles have been institutionalised so that new and existing teachers continue to adopt innovative pedagogies. This reduces dependence on external support and ensures continuity.
- Continuous student engagement platforms such as morning meetings, Anand Sabha, and Tejasvi entrepreneurial pitches ensure that the initiative is not a one-time intervention but part of the everyday rhythm of learning.
- The initiative also leverages community partnerships through parent events like Srijan, which saw 80% growth in participation in one year. By aligning parents with school goals, sustainability extends beyond the classroom into homes.

Scalability:

- The model is already successfully implemented across Grades 6-12, benefiting hundreds of students. Structured digital learning and integration of coding across levels demonstrate that it is scalable vertically within the school.
- The initiative also proves horizontal scalability: it combines digital literacy with broader skills such as life skills, collaboration, communication, and civic responsibility, making it adaptable for different academic subjects and co-curricular spaces.
- By including underserved students—most of whom come from lower socio-economic backgrounds—the model shows that with modest resources, technology-driven and skill-based education can scale effectively in government school ecosystems.
- Initiatives like Tejasvi, where 32 girls received ₹3000 each for entrepreneurial projects, and participation in competitions like Solve for Society and Pratibha Samman Yojana, show that scalable models of entrepreneurship and problem-solving are possible at the school level.

Replicability:

- The initiative has strong potential to be replicated in other schools, particularly government institutions with similar constraints. Its core strength lies in combining low-cost digital interventions (such as Scratch, offline video modules, and coding platforms) with high-impact pedagogical shifts (like project-based learning and life skills integration).
- Teacher training modules across Science, Math, Social Science, FLN, and early-grade learning are already documented, making them easily transferable to other schools and contexts.
- Parent engagement strategies, especially Srijan, provide a replicable template for strengthening home-school linkages and showcasing children's learning progress.
- By embedding 21st-century skills across subjects rather than limiting them to “computer classes,” the school has created a replicable model of holistic education that goes beyond academics.

Forward Outlook:

- Over the next two years, the school will expand its reach by integrating algorithmic thinking, logical reasoning, and entrepreneurship across subjects, further deepening skill-building.
- Exposure visits, national competition participation, and partnerships will broaden horizons while maintaining the replicability of the model for other schools.
- The focus remains on creating future-ready citizens who are adaptable, creative, and resilient, ensuring that the initiative is not just sustained but also continuously evolving and replicable at scale.





SILVERLINE PRESTIGE SCHOOL GHAZIABAD

Category

Excellence in Future Ready Skills

Name of the Initiative

Honing Inherent Skills—making the learner’s life and career ready for the future

Description of the Initiative

With a vision to democratise international standards of education, our mission is to make high-quality, future-ready learning accessible to a wider section of Indian society. We are committed to shifting the traditional academic focus towards a more dynamic, skills- and competencies-based educational model. This change is not just about improving the quality of learning but about ensuring that every learner is equipped with the tools and mindset required to succeed in today’s rapidly evolving world. Our aim is to produce career- and job-ready youth who are not only academically sound but also socially and emotionally prepared to contribute meaningfully to society.

Our future-focused education model is rooted in a balanced development of both industry and soft skills. We believe that true learning occurs when students are confident, adaptable, and equipped to handle real-life situations. By building a strong foundation in communication, collaboration, critical thinking, and creativity, we help students become independent learners and effective problem-solvers.

To ensure the highest quality of educational delivery, we have implemented comprehensive audit mechanisms across three levels—planning, execution, and evaluation. This systematic and transparent approach allows us to monitor and assess learning outcomes continuously. By involving all key stakeholders—students, teachers, parents, and management—we ensure accountability and foster a culture of continuous improvement. These audits are not just about compliance but about actively enhancing the educational experience by identifying gaps and strengths in real time.

We also adopt a data-driven methodology to identify actual training needs and analyse skill gaps. This allows us to make well-informed decisions regarding curriculum design, teacher training, and student support services. Through regular analysis and feedback loops, we remain agile and responsive to the changing demands of the workforce and society at large.

At the heart of our innovative approach is Expressions: The Studios—a dedicated platform designed to allow learners to explore, experiment, and equip themselves for both career and life. This initiative empowers students to take ownership of their learning journey, fostering creativity, curiosity, and resilience. It acts as a bridge between academic knowledge and real-world application, allowing students to engage in meaningful projects and collaborative experiences that enrich their learning outcomes.

Together, these initiatives reflect our commitment to building a learning ecosystem that is inclusive, transparent, and future-ready—preparing every student not just for exams, but for life.

Impact

► **The degree of improvement** has resulted in quality of delivery, teacher efficiency, effectiveness of student engagements, speed of operation, cost optimisation, customer satisfaction, scalability, sustainability, environmental awareness, RoI, and data-driven insights.

- Flipped classroom
- Interdisciplinary projects
- 100% L1 certified teachers
- Enhanced safety standards
- Upgraded IT infrastructure—VDI
- Inclusive classroom practices
- Better and real-time data tracking and reporting system
- Better resource management
- Improvement in overall talent density

► College Admission & Career Readiness

- **Career Disha-Sandhaan:** Over 500 students explored 100+ career fields; a post-event survey showed a 91% clarity gain in career decision-making.
- **College Placements:** In 2023–24, 95% of students secured admissions in top universities across India, including IITs, NLU, DU, IPU, SRCC, and Ashoka.
- **Scholarships:** 14 students received merit-based scholarships for UG courses in 2024.

A major impact of progressive pedagogical practices and the promotion of skills development and competency-based curriculum frameworks can be vouched for by the large amount of lesson plans of all the grades from the foundation level to the senior secondary levels across the school and subjects and faculty members teaching their respective subjects.

The competencies are being mapped with the NEP 2020 and the National Curriculum Frameworks to align with the prescribed learning outcomes. Uniformity in the progression of skills can be measured through the observations and the evidence being submitted by the students. These are captured through the Google Classroom worksheets and documents.

Sustainability, Scalability & Replicability

Key academic initiatives like **flipped classrooms, interdisciplinary projects, inclusive classroom practices, and enhanced safety standards** have elevated both learning outcomes and classroom experiences. All our teachers are now **100% L1 Google certified educators**, reflecting our commitment to professional growth and quality teaching. In parallel, we have made major technological advancements, including the upgrade of our IT infrastructure through **Virtual Desktop Infrastructure (VDI)** and the establishment of a **real-time data tracking and reporting system**, enabling more informed academic interventions.

We have also witnessed measurable success in **college admissions and career readiness**. Under the initiative **Career Disha-Sandhaan**, over 500 students explored 100+ career paths, with 91% of them reporting increased clarity in decision-making through a post-event survey. In the academic year 2023-24, **95% of our students secured admissions in prestigious institutions** such as IITs, NLUs, DU, IPU, SRCC, and Ashoka University. Moreover, **14 students received merit-based scholarships** for undergraduate courses in 2024, reinforcing our success in building career- and college-ready learners.

A critical driver of this success has been our shift toward a **competency-based curriculum** that aligns with the **NEP 2020** and the **National Curriculum Framework**. Skills and learning outcomes are being mapped consistently across all subjects and grades—from foundational to senior secondary levels. The progression of these competencies is supported by systematic observations and student-submitted evidence, primarily collected through platforms like Google Classroom. This structured approach enables uniform tracking of growth and mastery.

Sustainability, scalability, and replicability remain central to our institutional strategy:

Sustainability is ensured by formalising knowledge through training, SOPs, and documented processes. We use robust monitoring systems that track outcomes and support continuous development. Our in-house **SLPS Professional Institute** is set up to further these practices and scale them for similar CBSE schools across India. The purpose of this institute is to build a rigour of continuous development and well-being at Silverline, dedicated to empowering staff to reach their full potential and fostering a culture of lifelong learning and well-being.

Scalability is achieved through pilot programmes, phased rollouts, and investments in capacity-building. These help validate approaches and mitigate risks while expanding experiential learning opportunities

and strengthening industry collaborations. Our goal is to ensure consistent quality as we aim to increase student placements in the top 30 NIRF-ranked HEIs.

The annual SIDDHI event, held each year, showcases the year-long design thinking journey of student teams. More than 700 project participants present their prototypes and projects, and mandatory participation is required in one of the roles: project presenter, stage presenter, or marketing team member; user experience (UX) designer; researcher; or strategist.

Replicability is supported by structured tools, transferable methodologies, and an extensive implementation guide currently in development. We focus on institutionalising skill-based learning, improving EdTech integration, and investing in the continuous growth of faculty and staff. These initiatives are designed to remain true to the school's vision while being adaptable to new contexts.

Together, these efforts reflect a forward-thinking, impactful, and inclusive educational model committed to excellence, equity, and empowerment.





ARMY GOODWILL SCHOOL

AYATHMULLA, BANDIPORA

Category

Excellence in Experiential Learning

Name of the Initiative

Design Thinking for Social Impact

Description of the Initiative

Innovators' Lab - Design Thinking for Social Impact

The Innovators' Lab: Design Thinking for Social Impact is a flagship initiative of Army Goodwill School, Ayathmulla, aimed at equipping students with the skills, mindset, and confidence to address real-life challenges through innovation and empathy. Launched in April 2023, this program responds to the unique social and developmental needs of our region in Bandipora, Jammu & Kashmir.

Rooted in the design thinking framework—Empathize, Define, Ideate, Prototype, Test—students identify local issues such as water conservation, digital access in rural areas, sustainable agriculture,

and eco-friendly infrastructure. They research, collaborate, and develop actionable solutions using both traditional knowledge and modern tools. This hands-on, interdisciplinary approach integrates science, technology, environmental studies, and humanities, creating deeper academic understanding and personal growth.

Impact

The Innovators' Lab has had a profound and measurable impact on student learning and development. By engaging with real-world challenges, students demonstrated increased motivation, critical thinking, collaboration, and creativity. The initiative fostered essential life skills such as empathy, resilience, and problem-solving—skills that go beyond academic performance and prepare students for future challenges.

Academic impact was equally significant. Students applied interdisciplinary concepts from science, design, technology, and humanities, deepening conceptual understanding and improving retention.

Their ability to prototype, reflect, and iterate supported a growth mindset. Regular public exhibitions, peer feedback, and real-world mentorship gave learning a purpose, boosting confidence and communication skills.

Sustainability, Scalability & Replicability

Sustainability: This initiative has been embedded into the school's academic framework through structured integration in subject-wise yearly plans. Dedicated time blocks and cross-curricular alignment ensure that experiential learning complements academic goals. The school has invested in infrastructure, including an upgraded makerspace and digital labs, and has committed to ongoing teacher training in design thinking, technology, and interdisciplinary facilitation.

A multi-layered evaluation model—comprising student reflections, self and peer assessments, teacher rubrics, and external feedback—ensures that the initiative remains meaningful and continuously improves.

Scalability: With strong institutional support and clear frameworks, the Innovators' Lab model is highly scalable across grade levels. Plans are in place to expand it vertically by integrating design thinking into more subjects and horizontally by involving more classes each academic year. Our digital portfolio system will allow seamless tracking and showcasing of student progress at scale.

We are also developing training modules and toolkits for teachers to simplify replication internally and externally.

Reliability: The model uses accessible materials, digital tools, and a structured yet flexible approach to project-based learning, making it easy to adapt across diverse school settings. Our capacity-building workshops, interdisciplinary planning templates, and partnership strategies with NGOs and industry can be shared and adopted by other institutions. Early-stage partnerships with organizations like the Bharti Airtel Foundation provide a replicable blueprint for schools looking to engage with external stakeholders.





ARAVALI INTERNATIONAL SCHOOL SURAJKUND, FARIDABAD

Category

Excellence in Experiential Learning

Name of the Initiative

Umeed- Ek Sankalp

Description of the Initiative

“To care for those who once cared for us is the highest honour.”

With this guiding belief, Aravali International School launched “Umeed - Ek Sankalp”, a student-led initiative that blends empathy with innovation to reimagine elderly care and create intergenerational bonds of companionship. What began in 2023 as visits to old-age homes has grown into a comprehensive socio-technological movement, anchored by the dedicated website umeedaravali.com.

The website is envisioned as a one-stop manual for elderly care and companionship generation. It brings together diverse elements that support

senior citizens while also engaging youth and volunteers. One key feature is Palate Panache, a carefully curated section offering simple, nutritious, and easy-to-cook recipes tailored to the needs of elders. Beyond food, the platform promotes holistic wellness through Rejuvenation, which showcases research-backed activities such as music therapy, exercises, and gross motor skill practices that uplift both physical and emotional well-being. In addition, the site hosts songs, stories, and interactive content designed to rekindle joy and stimulate memory.

But Umeed is not limited to virtual resources. The website also integrates opportunities for volunteering, donations, and direct connections with old-age homes and orphanages, creating a bridge between those who wish to serve and those in need. Students act as spokespersons for orphanages, giving voice to the aspirations of children while strengthening community bonds. In doing so, the initiative transcends the boundaries of school service projects and positions itself as a sustainable ecosystem of care.

The project unfolded in phases. Initial student visits to old-age homes revealed challenges of loneliness and neglect, sparking motivation campaigns and the creation of a core leadership team. Later, surveys and interviews with elders and orphans informed the design of the Vintage Veterans App, which offers practical features such as medicine reminders, diet plans, yoga and brain games, legal advice, and chat groups for companionship. With the launch of the Umeed website, the scope expanded further—consolidating wellness, technology, volunteering, and social entrepreneurship into a single integrated model.

The impact has been far-reaching: elders gained dignity, engagement, and joy; orphaned children felt valued and motivated; and students themselves grew in empathy, resilience, and leadership. With minimal costs, NGO collaborations, and alumni involvement, Umeed - Ek Sankalp is now ready to scale across other Aravali branches and beyond. Rooted in Indian values of seva yet future-ready in its use of technology, it stands as a living legacy—a pledge of hope and compassion for generations to come.

Impact

The initiative has had a transformative effect on every group it touched.

- ▶ **For Students,** Umeed has been a journey of empathy and leadership. By engaging with elders and orphans, they developed compassion, gratitude, and emotional maturity. Activities such as coding the Vintage Veterans App, curating Palate Panache recipes, and organising volunteering drives gave them exposure to real-world problem solving, teamwork, and digital innovation. Beyond academics, they learned to see service as a responsibility and a way of life.
- ▶ **For Teachers,** the project offered an opportunity to act as mentors rather than instructors. They guided students in integrating sociology, psychology, and technology into meaningful

action, reinforcing the role of education as a tool for holistic growth. Watching their students evolve into changemakers was itself a source of professional pride.

- ▶ **For Stakeholders,** Umeed strengthened bonds between the school, NGOs, and community. NGOs benefited from student volunteers, digital tools, and awareness campaigns that lightened their load. CSR partners found a meaningful platform for supporting youth-led social innovation. The community, too, became more aware of the dignity and inclusion of elders and orphans.
- ▶ **For the Elderly,** the initiative brought joy, dignity, and renewed purpose. Through visits, conversations, and wellness activities, they experienced companionship and stimulation. The app and website provided diet plans, exercises, brain games, and group chats, helping them feel engaged and valued. Students became like surrogate grandchildren, easing loneliness with affection and respect.
- ▶ **For Orphans,** Umeed created belonging and confidence. Interaction with peers gave them hope, inspiration to study harder, and the motivation to dream bigger. Mutual learning enabled them to pick up new skills and realise their own strengths.
- ▶ **In essence, Umeed - Ek Sankalp** has built a circle of care, uplifting elders and orphans, empowering students, enriching teachers, strengthening NGOs, and inspiring the wider community.

Sustainability, Scalability & Replicability

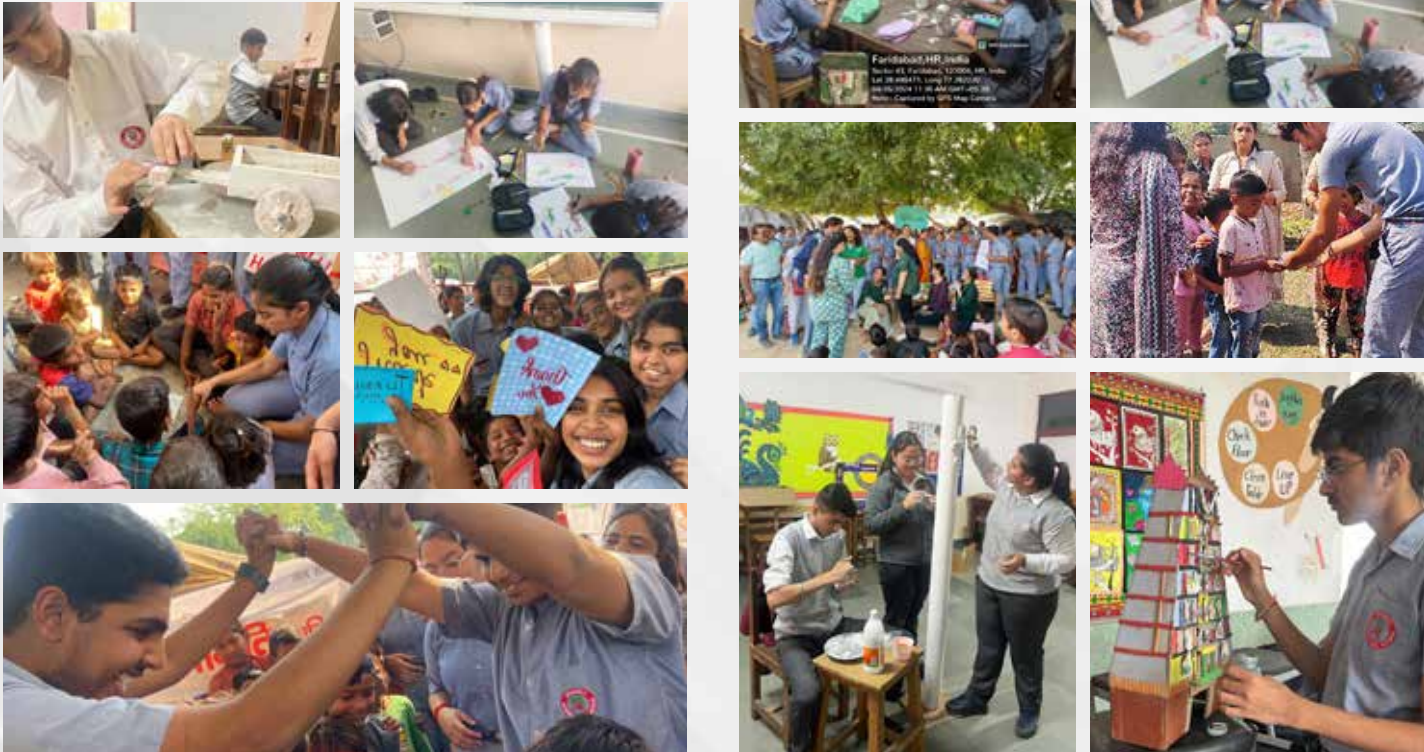
“Umeed - Ek Sankalp” is built on the belief that true change must be sustainable, scalable, and replicable. At its heart is a student-led model that ensures continuity, as every year new members join with fresh ideas while being mentored by founders, the President, and alumni. This structure prevents the initiative from being short-lived; instead, it evolves with each generation. Financial feasibility

is another strength—minimal costs and creative use of resources make the project independent and viable. By harnessing volunteering, students have discovered that sustainability does not come from one-time drives but from systems that can grow steadily. Through peer collaboration, NGO partnerships, and digital platforms, they have built models that endure and expand.

Scalability is woven naturally into Umeed - Ek Sankalp. The growing alumni network extends the reach as former members mentor and encourage peers to volunteer. Students also conduct workshops in nearby schools, taking ownership as leaders and spreading the vision beyond their own campus. This volunteer-driven structure allows for organic growth, powered by enthusiasm rather than external dependency. Alongside, sponsorships and Corporate Social Responsibility (CSR) partnerships provide additional support while keeping the initiative student-centric.

Replicability forms the third pillar of Umeed. Once firmly established, the model is designed to be implemented across other Aravali branches. Plans are already in place to extend it to Faridabad (Sectors 85 and 81) and Panchkula, where each branch will adapt the core framework of sustainability and volunteerism to its local context. This ensures that Umeed is not limited to a single space but becomes a living movement across campuses.

With its blend of student leadership, alumni mentoring, and responsible use of resources, Umeed - Ek Sankalp is more than a project—it is a collective pledge to nurture service as a way of life. True to its name, it represents both hope and commitment, inspiring students to take charge, give back, and build a legacy that continues long after them.





UMS TALDANGAL-1 DUMKA

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

LEAP: Learn, Engage, Apply, Progress

Description of the Initiative

The LEAP initiative was launched in September 2023 with the goal of creating a **sustainable teacher development ecosystem** in a resource-constrained rural government school. With no CPD budget, the school leveraged **digital platforms, peer mentoring, and community engagement** to build teacher capacity.

Teachers regularly participated in online training programs through The Teacher App and Jai Guruji, enhancing both subject knowledge and pedagogy. Classroom observations by peers, cluster, and block officials created a strong feedback culture, where teachers reflected and improved their methods.

Innovative use of **Teaching-Learning Materials (TLMs)** transformed abstract concepts into interactive activities, making learning engaging and child-centered. Teachers co-created lesson plans, shared practices on WhatsApp groups, and tailored instruction based on student assessments aligned with NIPUN Bharat. Faculty members like **Mithun Nandi**, who won the **TLM League 1st Prize in 2023-24 and 2024-25**, became role models for innovation. The initiative fostered a collaborative environment where teachers continually learned, engaged with feedback, applied new strategies, and progressed together.

Impact

► **Teachers:** 100% participation in CPD programs. Average training hours increased from **12 (2023-24) → 20 (2024-25)**. Two teachers completed certified online courses. Teachers gained recognition for innovation and skill development.

► **Students:** Learning outcomes improved significantly. Struggling learners in number systems reduced from **53% → 29% within 5 months**. Students showed better confidence, attendance, and active participation.

► **Community:** Parents and local leaders reported visible improvement in children's learning and greater trust in the school.

► **School System:** Established a culture of peer learning, reflective practice, and continuous professional growth. Teacher retention rate remained **100% over 5 years**.

► **Recognition:** Teacher achievements acknowledged at national level (TLM League Awards).



Sustainability, Scalability & Replicability

LEAP is designed as a **low-cost, sustainable model** for teacher development. Sustainability is ensured through continued engagement with digital platforms offering free or low-cost training, institutionalized feedback loops with officials and peers, and strong teacher motivation and retention. Scalability is embedded in the model with plans to expand CPD hours from 20 to 30 per teacher annually, the development of peer-led training modules where experienced teachers mentor others, and the integration of new online certifications to deepen expertise. Replicability is already evident, as the model is low-cost and tech-enabled, making it suitable for rural and tribal schools. Documented student outcome improvements serve as proof of concept, and recognition at national forums positions it as a reference point for other schools. By integrating digital tools, experiential pedagogy, and community engagement, LEAP has created a scalable ecosystem of teacher development, ensuring long-term impact on both educators and student learning outcomes.

By integrating **digital tools, experiential pedagogy, and community engagement**, LEAP has created a **scalable ecosystem of teacher development**, ensuring long-term impact on both educators and student learning outcomes.





CS ACADEMY COIMBATORE

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Centre for Teaching Excellence (CTEx)

Description of the Initiative

The Centre for Teaching Excellence (CTEx) at CS Academy was established to create a structured pathway for continuous professional development of teachers. It provides comprehensive training programmes designed to improve teaching practices, encourage reflective pedagogy, and strengthen classroom delivery. The initiative equips teachers with the skills to implement innovative methods while maintaining academic rigor. CTEx fosters a culture of professional growth through ongoing workshops, certification programmes, and peer-learning opportunities. By addressing evolving educational needs, it ensures that teachers remain

engaged with the latest methodologies and align with best practices in school education.

Impact

The initiative has yielded both qualitative and quantitative benefits. Qualitatively, it has empowered teachers with renewed confidence, improved classroom engagement strategies, and enhanced their ability to mentor students effectively. Teachers have reported greater ownership of learning outcomes, with visible improvement in student performance and participation. Quantitatively, CTEx has demonstrated measurable results: five teachers have achieved distinctions, two have been certified, and 17 are currently enrolled in advanced programmes. The Teacher Advancement Programme is actively running, ensuring a steady pipeline of professionally trained educators. Collectively, these outcomes highlight how CTEx directly contributes to strengthening the teaching community within the school and beyond.

Sustainability, Scalability & Replicability

The sustainability of CTE_x lies in its structured design and integration into the school's long-term vision. By embedding professional development into institutional culture, CS Academy ensures continuity regardless of staff changes. Its modular and adaptable training framework allows for easy updates, making it future-ready. The initiative is highly scalable: with clear documentation, assessment rubrics, and peer-mentoring practices, CTE_x can be expanded within the school network or adapted by other institutions. Replicability is another strength—since the programme relies on well-defined frameworks and measurable outcomes, it provides a model that other schools can adopt with minimal customization. In doing so, CTE_x exemplifies a sustainable, scalable, and replicable approach to advancing teacher development across the education sector.





GOVERNMENT HIGH SCHOOL BASHETTIHALLI

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Smart Learning for Every Student

Description of the Initiative

The school implemented the Smart Learning for Every Student program to address challenges of limited teachers and classrooms in a rural government setup. With support from the community, alumni, and CSR partners, digital classrooms were introduced using projectors, smartboards, and virtual boards. Teachers were trained to integrate digital tools into pedagogy, while student-led tech clubs and peer-learning groups were formed to enhance digital literacy. The initiative blended local rural context into lessons and ensured inclusivity through shared digital resources and mentorship.

Impact

The initiative significantly improved academic outcomes, with science pass rates rising by 22% and math by 18%. Over 85% of students completed digital modules, showing improved engagement and retention. Classrooms achieved 100% smartboard and AV coverage, reducing the student-to-device ratio from 1:120 to 1:60. Six subjects, including Environmental Studies and Life Skills, were taught with digital-first pedagogy. Teachers reported a 30% reduction in lesson planning time and a 40% cut in assessment workload, while administrators benefited from streamlined digital record-keeping. Parental participation also rose from 20% to 60% through WhatsApp reporting and video meetings.

Sustainability, Scalability & Replicability

Sustainability: Regular teacher training, ongoing mentorship, and integration of digital assessments across subjects ensure long-term adoption. Community-driven funding and alumni support further sustain the infrastructure.

Scalability: The model is expanding through CSR, government schemes, and community support. Plans include introducing AI-based lesson plans, gamified learning, AR/VR modules, and digital storytelling in local languages.

Replicability: The initiative demonstrates a successful rural government school model that can be adapted across similar contexts. By focusing on equity, compliance, and transparency, the framework can be replicated in other schools to achieve sustainable digital transformation.





ARMY PUBLIC SCHOOL HISAR

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Project Carte Blanche: Hybrid Learning, Digital Literacy and Skill Hub Initiative

Description of the Initiative

Project Carte Blanche is an educational initiative. The project is designed to transform schools into future-ready learning spaces by integrating Hybrid Learning, Digital Literacy, and Skill Hub Initiatives.

Key initiatives:

Hybrid Learning Classrooms

Classrooms are equipped with technology that allows lessons to be conducted both in-person and online.

Students can attend and interact with teachers regardless of location, ensuring continuity of learning.

Digital Literacy

Focus on equipping students with 21st-century skills such as safe internet usage, coding basics, and application of digital tools. Encourages responsible use of technology to prepare students for the digital economy.

Skill Hub Initiative

Schools act as community centers of learning where students can explore vocational and life skills. Emphasis on employability skills, creativity, problem-solving, and collaboration.

Teacher Empowerment

Teachers are trained to adapt to blended pedagogies, design digital content, and implement interactive teaching methods. Builds capacity for long-term, sustainable educational innovation.

Adolescent Health Program: Health kiosk will be deployed where students can seek counsellor help.

Financial Digital Literacy: To make them aware about managing and knowing financial resources.

School and College Connect: Career guidance will be provided to make students aware about better career opportunities.

Virtual Field Trips, Art Connect and School Cinemas are some of the initiatives in partnership with CBSE and Microsoft.

Aim of the Initiative

The central aim of Project Carte Blanche is to provide equal access to quality education, bridge the digital divide, and enable schools across India to serve as models of innovation. It seeks to nurture a generation of digitally skilled, future-ready learners while empowering educators with modern teaching practices.

Impact

- ▶ **On Students:** The initiative ensures uninterrupted education by providing access to hybrid learning, enabling students to learn both in-class and online. With exposure to coding, safe internet practices, and digital tools, learners build strong digital literacy skills that prepare them for the future. Alongside academic learning, vocational and life skills training equips students for higher education and employability. Importantly, the program also promotes equity by giving students from diverse districts, including rural areas, access to the same quality of education and opportunities.
- ▶ **On Teachers:** Teachers benefit from continuous capacity-building programs that strengthen their confidence and competence in hybrid teaching methods and digital tools. The initiative encourages innovative, interactive, and student-centric pedagogies that move beyond rote learning. This not only enhances classroom engagement but also supports teachers' professional growth, positioning them as mentors who effectively integrate technology with traditional teaching practices.
- ▶ **On Schools:** Selected institutions are transformed into model schools that serve as demonstration hubs, showcasing best practices for others in

their districts. The creation of hybrid classrooms and digital learning spaces modernizes school infrastructure, aligning it with future-ready education standards. Moreover, Skill Hub activities foster stronger community engagement, positioning schools as centers of lifelong learning and community development.

- ▶ **On the Education System:** At a systemic level, the initiative demonstrates scalability, with a flexible framework that can be replicated across thousands of schools in India. By bridging the digital divide, it reduces disparities between urban and rural schools through uniform access to technology. Most importantly, the project aligns closely with the vision of NEP 2020, advancing competency-based, technology-driven, and skill-oriented education on a national scale.

Sustainability, Scalability & Replicability

Sustainability: The project is designed to ensure long-term impact through hybrid learning infrastructure that seamlessly integrates digital and physical classrooms, allowing education to continue uninterrupted even during crises such as pandemics or natural disasters. By focusing on digital literacy and skill development, students are equipped with future-ready competencies that align with evolving job markets. Simultaneously, resource optimization through reduced reliance on paper and traditional materials supports environmental sustainability, while ongoing teacher training and professional development sustain teaching quality and reduce dependency on external interventions.

Scalability: The standardized hybrid learning framework ensures that the model can be implemented across schools of varying sizes and geographies, supported by cloud-based tools, digital content, and online assessments that enable rapid expansion. Its modular design allows institutions to adopt specific components—such as digital literacy modules or skill hubs—based on available resources, making scaling both flexible and efficient. Furthermore, strategic collaborations with

CBSE, government bodies, and private stakeholders provide the foundation for scaling the project nationally.

Replicability: The initiative follows a model school approach by selecting one CBSE school from each district to serve as a demonstrator of best practices that others can replicate. With adaptable digital curriculum and strategies tailored to regional languages and educational boards, the framework ensures inclusivity and contextual relevance. Open educational resources and lesson plans can be shared widely, while data-driven evidence from participating schools provides proof of impact, further motivating replication across similar educational ecosystems.



FOCUS BUSINESS

A Red-Letter Day in Global Education

By Edna Samuel

PROJECT CARTe BLANCHE: REMAGINING LEARNING AT SCALE
In a landmark moment for global education, Project Carte Blanche has brought together over 500 schools across India, engaging 25,000 students in a single hybrid class — the largest classroom ever conducted. This pioneering initiative sets a new benchmark in educational transformation.

A UNIFIED FRONT FOR CHANGE
This monumental wave of digital innovation has bridged the divide between government and private institutions. From Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas to leading private schools like DPS and DAV, the collaboration reflects a shared commitment to inclusive, equitable, and future-ready learning.

THE GENESIS OF PROJECT CARTe BLANCHE
Conceived by Tech Avant-Garde, Project Carte Blanche is a visionary initiative that redefines how education is delivered and funded. In this model, neither the government, nor schools, nor parents bear the financial burden. Instead, it is entirely funded by industry, with the goal of nurturing a workforce equipped for the Knowledge Age.

A BEACON OF PROGRESS
Project Carte Blanche exemplifies India's unwavering commitment to

Shanta Sait
Chairman
Tech Avant-Garde

Ali Sait
CEO
Tech Avant-Garde

Rashmi Kumar
Director
Tech Avant-Garde

quality education for all, powered by the Hybrid Learning model. This approach promotes:

- Equity in access
- Continuity during disruptions
- Personalized learning pathways
- A future-ready workforce

THE DAWN OF A NEW EPOCH
The adoption of Hybrid Learning marks the beginning of the Third Epoch of Education — a transformative era where geographical boundaries dissolve and learning becomes limitless. India is not just participating in this revolution; it is leading it.

A VISIONARY INITIATIVE WITH GLOBAL IMPLICATIONS
The success of Project Carte Blanche is a testament to the power of collaboration, innovation, and purpose-driven leadership. As India embraces cutting-edge educational models, the world watches with anticipation. This millennium belongs to India — and together, we can build

a workforce ready to shape it.

CALL TO ACTION: BUILDING THE KNOWLEDGE CAPITAL @100
Funded through CSR initiatives, Project Carte Blanche calls upon many helping hands to support India's journey toward becoming the knowledge capital of the world by its centenary. The mission is ambitious — and entirely achievable — through collective effort and shared vision. For more information visit: <https://carte-blanche.in/> or write to rashmi@t-a-g.in

ABOUT THE AUTHOR
Edna Samuel is a seasoned expert in strategic communications with over 20 years of experience. A passionate advocate for innovative learning, she has spent the last six years driving Project Carte Blanche since the onset of COVID-19. Her work champions digital transformation, educational equity, and personalized learning pathways for all.

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REFORMS TO DEFINE THE NEXT TWO DECADES—AND SHAPE INDIA'S CENTURY



MYNGKEN CHRISTIAN HIGHER SECONDARY SCHOOL BHOIRYMBONG, RI BHOI DISTRICT, MEGHALAYA

Category

Excellence In Sports

Name of the Initiative

Road To Subroto

Description of the Initiative

The Road to Subroto initiative is a flagship sports program of our school that aims to identify, nurture, and prepare young talent for the prestigious **Subroto Cup International Football Tournament** and beyond. What started as a focused football journey has today grown into a comprehensive platform that promotes sporting excellence, discipline, and holistic development across multiple disciplines.

At its heart, the initiative begins with **grassroots talent identification**. Students are encouraged to participate in school-level trials where their technical skills, fitness, and tactical awareness are assessed. The selected players then enter a structured training program led by experienced coaches and mentors.

Regular drills, intra-school matches, and exposure to competitive friendlies sharpen their skills while building teamwork, resilience, and confidence.

What makes this initiative special is its emphasis on **all-round growth**. Students are trained not only in physical fitness and technical skills but also in values such as perseverance, discipline, sportsmanship, and respect for opponents. They are taught to balance academics with training, ensuring they grow into well-rounded individuals.

The program has already achieved **remarkable milestones**. Our school proudly represented **India at the 2nd Indo-French Football Tournament**, finishing **3rd Runners-Up**. In the **International Subroto Cup 2024**, our team emerged as **2nd Runners-Up**, with one of our players winning the **Best Player award** and our coach receiving the **Best Coach award**. These achievements highlight the success of our structured approach and commitment.

Beyond tournaments, the initiative has created clear **professional pathways**. **12 players signed with Shillong Lajong Sports Club, 1 with Round Glass**

Punjab, and several others with PFR academies, marking their entry into professional football. Selected players also participated in a **20-day Elite Training Camp at Olympique Lyonnais Academy in Lyon, France**, gaining exposure to world-class coaching and facilities. Expanding beyond football, our school has also been officially **signed into the Khelo India program** for boxing and karate, showcasing our commitment to promoting diverse sports.

The initiative has thus become a source of **school pride and identity**. Representing the school on the Road to Subroto is not just about football; it is about carrying the institution's spirit to national and international stages. By consistently producing results and recognition, the program demonstrates how sports can shape confident leaders, disciplined students, and aspiring professionals.

In essence, Road to Subroto is not just a sporting journey but a **transformative initiative** that builds character, provides global exposure, and creates opportunities for students to shine on national and international platforms.

Impact

The Road to Subroto initiative has created a deep and lasting impact on our students, our school, and the wider community. What began as a journey toward excellence in football has evolved into a holistic program that nurtures discipline, confidence, and resilience while opening doors to professional and international opportunities.

For students, the initiative has brought a remarkable improvement in **fitness, discipline, and focus**. Regular training and competitive exposure instill qualities such as perseverance, time management, and self-control. These values extend beyond the football field, helping students excel academically and personally. Players also develop **teamwork and leadership skills**, learning how to support their peers, make decisions under pressure, and lead with confidence—qualities that prepare them for future challenges in life.

The initiative has also transformed the **school's sports culture**. Football matches, trials, and tournaments create excitement across the campus, inspiring younger students to pursue sports. This ripple effect promotes a healthier lifestyle and a culture where teamwork, discipline, and physical fitness are celebrated alongside academics.

The most visible impact lies in the **recognition and opportunities earned**. Our school proudly represented **India at the 2nd Indo-French Football Tournament**, finishing **3rd Runners-Up**, and also achieved **2nd Runners-Up in the International Subroto Cup 2024**. Adding to this glory, one of our players was awarded **Best Player**, and our coach was honored as **Best Coach** at the Subroto Cup 2024. Several players gained professional pathways, with **12 signing with Shillong Lajong Sports Club, 1 with Round Glass Punjab, and others with PFR academies**. Selected students also trained in a **20-day Elite Camp at Olympique Lyonnais Academy in Lyon, France**, gaining world-class exposure.

Most importantly, the impact of the initiative extends **beyond football**. Our school has been officially **signed into the Khelo India program for boxing and karate**, proving that the model is multi-sport and recognized at the national level. This recognition ensures continued government-backed support and highlights our school as a hub for sporting excellence.

The Road to Subroto initiative has transformed individual students into confident leaders, strengthened the school's identity, and positioned us on national and international platforms. It stands as proof that with vision, structure, and dedication, sports can change lives and inspire entire communities.

Sustainability, Scalability & Replicability

The Road to Subroto initiative has proven itself as a transformative program, producing results at national and international levels. Its long-term strength lies in how well it can be sustained, scaled, and replicated to benefit more students and schools.

Sustainability: The initiative is built on a strong foundation of structured training, value-based learning, and professional pathways, making it highly sustainable. By integrating sports training into the school calendar and building a culture of discipline, the program continues year after year, regardless of individual batches. Partnerships with professional clubs like Shillong Lajong Sports Club, Round Glass Punjab, and PFR academies ensure ongoing opportunities, while exposure such as the 20-day Elite Training Camp at Olympique Lyonnais Academy in Lyon, France motivates future participants. Furthermore, official recognition through the Khelo India program in boxing and karate guarantees government-backed support, securing the program's continuity beyond football.

Scalability: The model of Road to Subroto is designed to grow. It begins with grassroots talent identification, systematic coaching, and structured exposure, which can be scaled to involve more students within the school and even expanded to other schools. With additional support in infrastructure and resources, the program can easily operate at district, state, and national levels. Its

holistic approach ensures that scaling up does not compromise quality—emphasizing not only sporting performance but also discipline, academics, and life skills.

Replicability: The initiative's framework makes it adaptable for diverse institutions. The core elements—talent scouting, structured coaching, competitive exposure, mentorship, and professional linkages—are universal and can be replicated with local adaptations. The school's achievements, such as becoming 2nd Runners-Up in the International Subroto Cup 2024, representing India in the Indo-French Tournament, and producing professional players and coaches, serve as proof that this model works. Its successful extension into Khelo India for boxing and karate further proves that the system is not sport-specific but adaptable across disciplines.

In conclusion, the Road to Subroto initiative is a sustainable, scalable, and replicable model that blends structured training, holistic development, and professional pathways. It demonstrates how schools can create lasting sports ecosystems that nurture talent, achieve excellence, and inspire entire communities.





RAMAGYA SCHOOL NOIDA

Category

Excellence in Sports

Name of the Initiative

Ramagya Sports Academy

Description of the Initiative

Ramagya Sports Academy is a flagship initiative designed to integrate structured sports education with holistic student development. With access to world-class infrastructure, certified coaching, and global-standard partnerships, the Academy nurtures athletic talent from the grassroots to international levels while ensuring academic-sports balance.

Impact

► Rising Participation

- Student participation in structured sports rose from ~85% to ~95% in one year, reflecting a strong cultural shift towards fitness and competitive play.

- Both girls' and boys' involvement across multiple sports saw a marked increase.

► Holistic Development

- Students demonstrated improved fitness, stamina, discipline, teamwork, and confidence, directly contributing to better academic resilience and time management.

► Scale of Implementation

- Whole-school initiative covering Classes I-XII.
- 400-500 students represent the school annually at external competitions.
- Professional coaching across 35+ sports disciplines by 20+ certified coaches, supported by physiotherapists and fitness experts.
- Active parental involvement through family sports events, achievement celebrations, and progress reviews.

► **Benefits to Stakeholders**

- Students: Pathways from intra-school to international levels with professional coaching and elite infrastructure.
- Parents: Confidence in academic-sports balance, transparent communication, and inclusive sports celebrations.
- Teachers/Coaches: Opportunities for professional growth by engaging with elite academies and advanced methodologies.
- School Community: Elevated reputation in holistic education and sporting excellence, validated by widespread media coverage and recognition (e.g., ARISE Excellence Awards 2025 nomination).

► **Focused Investment & Support System**

- State-of-the-art facilities: FIBA-approved basketball courts, AstroTurf football fields, Olympic-standard badminton courts, and a shooting range.
- Robust support through merit-based scholarships, complimentary specialized coaching, and exclusive access to elite training.

► **Wide Range of Excellence & Achievements**

- Consistent success in basketball, shooting, chess, taekwondo, skating, karate, football, and athletics.
- Key Highlights:
 - Krishna Tyagi – Gold, U.P. Senior State Basketball
 - Pushkar Shahi – Gold, CBSE North Zone Taekwondo
 - Manasvi – Qualified for India Team Trials (Shooting)
 - Ajay Santhosh – 2nd, FIDE Chess Tournament
 - Multiple golds in karate and skating

► **Expert Mentorship & Exposure**

- Students mentored by national and international-level coaches.
- Strategic partnerships ensure global-standard exposure and advanced competitive opportunities.

► **Period of Impact (Past One Year)**

- Immediate Impact (2023–24): Stronger engagement, increased participation, and enhanced parent involvement.
- Progressive Impact (2024–25): Improved medal tally, higher retention of student-athletes, and stronger academic-sports balance.

Sustainability, Scalability & Replicability

Sustainability:

- Dedicated annual sports budget of ₹10–15 lakhs for coaching, scholarships, and infrastructure.
- Renowned elite partnerships with NBA Basketball School, CricKingdom by Rohit Sharma, Prakash Padukone Badminton Academy, Bhaichung Bhutia Football School, Shooting Academy by ShootX, Gymnastics Academy by Vijayahree, Chess Academy by Mind Games.
- Durable infrastructure investments ensure long-term usage.
- Parent engagement programs sustain community trust and support.

Scalability (Vision 2025–27):

- Position Ramagya as a national model of integrated sports and academics.
- Expansion into new disciplines: fencing, Pilates, and e-sports.
- Strengthening high-performance training through advanced programs and global collaborations.
- Expanding coaching team beyond 20+ certified coaches.

Replicability

- Academic Integration Model: Adaptive timetables, student-athlete mentorship, and blended learning—scalable across schools.
- Pilates for All: Innovative approach to fitness, focus, and injury prevention, easily adaptable elsewhere.
- Life Skills through Sports: Embedding leadership, discipline, and emotional resilience into education.
- Structured Framework: Talent Identification → Coaching & Mentorship → Scholarships → Competitive Exposure—providing a replicable blueprint.
- Documented case studies and outcomes serve as best-practice resources for other institutions.





RMS DANGALPARA DUMKA

Category

Excellence in Visual and Performing Arts

Name of the Initiative

Srijan Shakti: Nurturing Roots, Inspiring Wings

Description of the Initiative

RMS Dangalpara, a government school in Dumka, Jharkhand, has pioneered a unique model of integrating cultural heritage and self-expression into education through two flagship programs—**Revival of Santhali Jadupatiya Art and Karate for Girls' Empowerment**.

Under the guidance of local Santhali artists, students learned the endangered Jadupatiya painting and creatively applied it to sarees, umbrellas, bags, and tablecloths. This not only revived a tribal art form but also connected creativity with entrepreneurship, as products were showcased in exhibitions and local markets. Parallely, a community volunteer trained 130 girls in Karate, redefining martial arts as both a

performing art and a means of self-confidence and safety.

These initiatives were designed as **zero-cost models**, leveraging community resources, parent volunteers, and locally available materials. Teachers integrated arts with academics—geometry through rangoli, history through folk storytelling, and biology through martial arts—making learning experiential and engaging.

Impact

- ▶ Student engagement in arts rose from **38% to 76%** within one year.
- ▶ **185 students** participated in district/state/national competitions in 2024–25 (up from 115).
- ▶ Over **100 student artworks** exhibited in school events and local markets.
- ▶ **2 students won awards** in the Khula Asmaan International Drawing Competition.

- **Design for Change National Award** received for art-integrated learning.
- Recognition by RDD Education, Jharkhand, for pioneering arts integration.
- Formation of **Art & Culture Club** and **Self-Defence Club** led by students.
- Girls who once hesitated to speak are now leading exhibitions and public showcases, displaying enhanced confidence, leadership, and teamwork.

Sustainability, Scalability & Replicability

The program is built on a **sustainable, zero-budget model** rooted in community ownership. Annual parent-teacher meetings are used to profile local talents—folk singers, dancers, artisans—who mentor students voluntarily. Senior students mentor juniors through clubs, ensuring continuity.

For **sustainability**, art products (painted sarees, umbrellas, bags) are linked with local markets, creating motivation and income-generating opportunities. Digital and physical documentation of art builds a heritage archive for future students.

The initiative is **scalable** to other rural schools as it requires minimal financial investment, focusing instead on community partnerships and low-cost resources. Plans are underway to expand into folk songs and tribal dances in 2025–26.

The model is **replicable** across resource-constrained schools nationwide, demonstrating that creativity and heritage preservation do not require heavy budgets. Through exhibitions, workshops, and district-level meetings, RMS Dangalpara is already inspiring neighbouring schools to adopt similar approaches.





SHIV NADAR SCHOOL FARIDABAD

Category

Excellence in Visual and Performing Arts

Name of the Initiative

AHA Arts Program

Description of the Initiative

The Aha Arts Program at Shiv Nadar School, Faridabad, is a holistic initiative designed to nurture creativity, critical thinking, and artistic excellence in students from an early age. It combines structured progression, recognition pathways, and real-world exposure to ensure that students experience the arts not merely as co-curricular activities, but as vital dimensions of their education.

Recognition is an integral feature of the program, with students receiving scholarships and certifications from reputed bodies, supported by rubrics, orientations, showcases, and peer-learning circles that strengthen both confidence and credibility.

A distinctive element of the program is its scaffolded

progression, which offers broad exposure in Grades 1-2, genre exploration in Grades 3-4, focused study and cross-disciplinary collaboration in Grades 5-6, specialization in sub-fields during Grades 7-8, and finally deep specialization in Grades 9-12 through independent projects and curated performances.

Excellence in process is emphasized as much as the final product, with students showcasing unfinished works at Anandam, the annual arts festival, to highlight rigour, reflection, and experimentation. Beyond artistic mastery, the program fosters agency and leadership, as students independently manage festivals such as Jashn and Wabi-Sabi, handling aspects from budgeting to design, thereby building authentic confidence and organizational skills.

Collaboration and community engagement also form a cornerstone, with parents, guest artists, and field visits integrating classroom learning with real-world experiences. Partnerships with organizations like Spicy Macay and interactions with folk traditions such as Baul music enrich students' exposure to diverse cultural practices.

Financially, the program operates on a structured model where teachers propose annual budgets aligned with upcoming projects, and leadership allocates resources across dedicated streams such as events and festivals, workshops and training, student competitions, and guest artist engagements. For example, funds may be directed toward stage design for Anandam, digital animation workshops for teachers, Trinity Grade Examinations for students, or performances by a Baul mandali for programs like Shabadshaala.

Together, these elements make the Aha Arts Program a robust and innovative framework that not only develops artistic skills but also cultivates leadership, resilience, and a lifelong appreciation of the arts.

Impact

The impact of the Aha Arts Program at Shiv Nadar School, Faridabad, has been both gradual and profound, unfolding over years of consistent engagement with the arts. Rather than short-term outcomes, the program has created a sustained culture of creativity and reflection, visible in the evolving confidence, ownership, and self-expression of students across all grades. In the past year alone, there has been a marked strengthening of student voice, as learners take greater responsibility for their artistic journeys and present their ideas with clarity and conviction. Reflection has become a natural part of the process, with students learning to critically evaluate their own growth and celebrate progress, even when work remains unfinished.

The degree of improvement among participants has been significant. Students display higher confidence and greater willingness to collaborate, whether in small peer groups or in large-scale productions. They show a growing sense of perseverance, embracing risk-taking and experimentation instead of relying on formulaic approaches. Hesitant learners, who might once have remained on the margins, are increasingly stepping forward to engage, encouraged by the inclusive and process-oriented ethos of the program. This shift has translated into visible joy in

participation, with the arts becoming a safe space for exploration and identity-building.

The scale of implementation further amplifies this impact. The program reaches students from Grades 1 to 12, covering over 20 different art forms, and engages more than 1700 learners each year. Whole-school participation in Anandam, the annual arts festival, ensures that every student contributes to the collective celebration of creativity, whether as performers, designers, or organizers. Such large-scale involvement fosters a sense of unity and pride, making the arts a common thread that binds the school community together.

The benefits extend meaningfully to all stakeholders. For students, the program builds confidence, nurtures agency, and helps them develop a strong creative identity. Teachers experience professional growth through continuous training and exposure, while also deepening their connection with students by engaging with them in creative, reflective processes. Parents gain valuable insight into their children's learning journeys, witnessing their growth in confidence, imagination, and resilience. At the institutional level, the program has established the arts as a core pillar of education, strengthening the school's culture and setting it apart as a space where creativity is valued as deeply as academic achievement.

Sustainability, Scalability & Replicability

The sustainability of the Aha Arts Program at Shiv Nadar School, Faridabad, rests on its integration within the school's academic timetable, ensuring that the arts are not treated as an extracurricular add-on but as a core component of the learning experience. This embedded approach guarantees long-term continuity and avoids the marginalization often seen in school arts programs. The curriculum is scaffolded across Grades 1 to 12, supported by trained faculty and carefully documented progression that provides clarity and coherence at every stage of a student's journey. Ownership is further reinforced through student-led showcases such as Anandam and

Funkaar, where learners take responsibility for the design, presentation, and curation of performances. These platforms sustain a vibrant culture of arts learning and ensure that creativity becomes a living, evolving tradition within the school community.

Scalability has been carefully built into the program's design. The flexible use of multi-purpose studios and modular timetabling allows for growth without requiring heavy investments in infrastructure. The framework can expand to accommodate both increasing numbers of students and the introduction of new art forms, ensuring that the program evolves alongside student interest and cultural trends. Teacher training modules and peer mentorship systems further support this growth, enabling the school to onboard new facilitators smoothly while maintaining the quality of learning experiences. As a result, the program is capable of scaling up in scope and reach without compromising its core pedagogical vision.

Replicability is another hallmark of the Aha Arts Program. Its model is built on universal principles such as choice, depth, inclusivity, and process-driven pedagogy, making it transferable to a variety of educational contexts. Schools with different resource levels and student populations can adapt the model through elective baskets, interdisciplinary integration, and community-driven showcases, tailoring implementation to their own capacities while preserving its essence. The program's context-sensitive design ensures that replication in diverse educational environments is possible without diluting core values. By centering on student agency, reflective practice, and the integration of arts into mainstream learning, the Aha model provides a blueprint that other schools can adopt and adapt, contributing to a broader transformation in how the arts are perceived and practiced in education.





GOVT. SR. SEC. SCHOOL DHUNDHA, BARMER

Category

Excellence in Global Impact Leadership

Name of the Initiative

Innovation - Attending Webinars and Experience Sharing

Description of the Initiative

The school launched an initiative focusing on global exposure through webinars, virtual exchanges, and international collaborations. By adopting global best practices such as experiential learning, project-based pedagogy, and SDG-driven approaches, the program emphasized both academic growth and global citizenship.

Teachers actively engaged in international webinars, certifications, and training, while students participated in Model UN, Olympiads, coding challenges, and sustainability projects. The initiative also integrated SDGs into the curriculum, upgraded IT infrastructure for equitable access, and shared best practices with nearby schools via cluster workshops and mentoring.

Impact

The initiative led to measurable outcomes:

- ▶ Student performance improved by 25% in international assessments.
- ▶ Participation in global programs increased from 20% to 30% within two years.
- ▶ Students gained recognition at the **National Ramanujan Math Olympiad**, with 2 girl students winning **National Awards**.
- ▶ Teachers received the **National Teacher Award** and the **National Green School Award**.
- ▶ Faculty benefitted from **global certifications and training**, improving pedagogy and leadership.
- ▶ The school won the **World Education Award** for global citizenship and SDG-aligned initiatives.
- ▶ Parents and community reported increased trust, while **neighbouring schools benefitted** from shared resources and cluster-level workshops.

Sustainability, Scalability & Replicability

Sustainability: The school embedded **SDGs, digital citizenship, and intercultural learning** into its core curriculum. Teacher upskilling through global certifications and partnerships ensured continuity. Budget allocation for global programs was increased to **25% of the school's resources**, providing financial stability.

Scalability: The initiative plans to expand **virtual exchange programs** across more continents, increase student participation in global programs from **30% to 50%**, and leverage **AI-driven platforms and EdTech tools** to reach larger student groups simultaneously. Stronger engagement of parents and the community will support long-term scalability.

Replicability: A **cluster-level mentoring model** has been developed to support nearby schools through training sessions, open resources, and best-practice sharing. The initiative is already being replicated in **10+ neighbouring schools**. Documentation for **educational journals and knowledge-sharing forums** ensures replicability across India. Alignment with **NEP 2020** and government priorities strengthens its adaptability for other government and rural schools.





ASHOKA UNIVERSAL SCHOOL

ASHOKA MARG, NASIK

Category

Excellence in Global Impact Leadership

Name of the Initiative

International Relations and Diplomacy

Description of the Initiative

We spearhead global engagement through our flagship initiative, **International Relations and Diplomacy (IRD)**, which equips students with international exposure, cross-cultural understanding, and global competencies. The initiative combines **offline expeditions** and **online collaborations** to bridge classroom learning with real-world global experiences.

Students have performed at the **UN Vienna Kathak troupe**, secured **3rd place at the Budapest Sports Expedition**, and engaged in cross-border student dialogues. They have also represented India at **two UN Geneva expeditions** and a **UN Vienna symposium**, delivering **paper presentations on Sustainable**

Development Goals (SDGs) to audiences that included senior diplomats, UN veterans, and young peacemakers—giving them invaluable opportunities to interact with global dignitaries and gain insights into diverse perspectives on critical international issues.

Complementing these platforms, this initiative has a strong **online execution**, where students participate in **International Student Exchange Collaborative Sessions** with peers from **Russia, Ukraine, Malawi, Belgium, Australia, Austria, the Republic of Congo, and France**. These virtual collaborations, conducted on significant **UN International Days** such as Humanitarian Day, Literacy Day, Friendship Day, and Happiness Day, nurture cultural dialogue, critical thinking, and global awareness.

By consistently integrating both international expeditions and digital collaborations into its calendar, Ashoka students are continuously exposed to opportunities that broaden horizons, enhance diplomatic skills, and prepare them to emerge as confident young ambassadors in an interconnected world.

Impact

The **International Relations and Diplomacy** initiative has created a strong impact, both qualitative and quantitative, on Ashoka students and the wider school community.

► **Qualitative Impact:** Through participation in UN Geneva and Vienna symposiums, international cultural exchanges, and collaborative online sessions, students have developed confidence, diplomacy, and cultural sensitivity. They have learned to articulate their views on global challenges such as sustainability, peace, literacy, and humanitarian concerns while engaging with diplomats, UN veterans, and young leaders from around the world. These experiences nurture empathy, adaptability, critical thinking, and leadership—transforming students into ambassadors of peace and global citizenship. Our students have started exploring and pursuing careers in International Relations

► **Quantitative Impact:**

- Ranked **No. 1 in India in the ‘Enabling Global Partnerships’ category by Education World.**
- Winner of the **IDA Education Award 2022 – Empowering Learners for Global Citizenship.**
- Winner of the Economic Times **Education Excellence Award 2022 – Excellence in Global Collaborations.**
- Representation of Ashoka students at **three major UN forums (two at Geneva, one at Vienna) with paper presentations on SDGs.**
- **Over 10 international online collaborations annually**, involving students from Europe, Africa, Asia, and Australia.
- **3rd place at an International Football Tournament in Budapest**, showcasing success not just in academics but also in global sporting arenas.

Together, these achievements demonstrate the initiative’s effectiveness in bridging classroom learning with real-world global engagement and measurable institutional excellence.

Sustainability, Scalability & Replicability

This initiative is built on a robust framework that ensures long-term continuity, adaptability, and relevance.

Sustainability: By integrating international collaborations and expeditions into the annual academic and extracurricular calendar, we have ensured that global exposure is not a one-time event but a consistent part of students’ journey. Strong partnerships with international schools, UN-affiliated platforms, and cultural organizations further guarantee continuity.

Scalability: Ashoka has already demonstrated its scalability by expanding across arts (UN Kathak troupe in Vienna), sports (Budapest expedition), academics (UNSDG presentations), and international student dialogues (online collaborations with multiple countries). Each year, new themes, countries, and opportunities are added, increasing its reach and impact.

Replicability: This initiative’s framework provides a model that other schools can adopt. By aligning learning outcomes with UN Sustainable Development Goals, fostering global partnerships, and leveraging both online and offline engagement, any institution can replicate this initiative to prepare students for global citizenship.







GOVERNMENT HIGH SCHOOL MENKUREM, BICHOLIM

Category

Excellence in Reviving Indian Knowledge System

Name of the Initiative

Integrating India's rich knowledge heritage— drawing from Vedic learning, gurukul pedagogy, indigenous sciences, traditional arts, and grassroots innovations— into classroom teaching-learning i.e. by blending ancient wisdom with contemporary learning thereby empowering students with a deep-rooted yet globally relevant education.

Description of the Initiative

India's rich knowledge heritage: The school has organized various programs related to India's knowledge heritage, showcasing its rich cultural legacy. The "Our Cultural Heritage" program allowed stakeholders, including students, parents, and teachers, to gain a deeper understanding of Indian culture through hands-on experiences. By displaying artifacts and exhibits, the program provided students

with practical knowledge beyond textbook learning. Students gained insights into:

- Traditional farming tools
- Cooking utensils and diverse nutritious food preparations
- Cultural practices and rituals
- Traditional games and recreational activities.

This experiential learning approach helped students appreciate and connect with their cultural roots, fostering a sense of pride and identity.

Vedic Learning: To highlight the importance of Vedic Learning all stake holders were motivated to engage in various activities. During morning Assembly, Ganapati Stotra, Pasaydan (written by Sant Dnyaneshwar), prayers to various deities, appreciation for nature's tolerance and intelligence are recited and this helped in character building. A workshop on Vedic Mathematics conducted to support mathematical learning. Vedic practice like yoga meditation improved mental wellbeing and the productivity of students thereby resulting in better academic performance.

Gurukul system: The Gurukul system emphasizes on personalized learning. However, it was observed that some students, from the Dhangar community were academically lagging. To address this, teachers were engaged in special evening classes and night classes in their village. Initially in the year 2018-19 the enrollment in the school from Dhangar community village i.e. Sawardhat was 3 thereby significantly increasing the enrollment to 42 in the year 2025-26.

Indigenous Science: Our school organized Science Exhibition and other various activities like sustainability and waste management, green projects like development of Herbal Garden, use of renewable sources of energy i.e. Solar energy, Rain Water Harvesting, etc. This school using solar energy and by engaging students under the guidance of teachers developed solar panel, solar flood light, rainwater harvesting system which are very good examples of integrating IKS with modern technology. This helps to preserve indigenous knowledge of use of natural resources. It serves as a good example and model for the community to manage natural resources sustainably.

National integration: As a part of the 'Ek Bharat Shreshtha Bharat' initiative, our school organized a series of activities which focused entirely on the rich culture, heritage, tradition on different states which allowed cultural exchange and understanding between different states. It helped to create emotional bonding amongst students with different states there by fostering a sense of national pride. It helped to celebrate unity in diversity. Another activity was the vibrant display of traditional dishes of various Indian states. It led to culinary exploration, preserving cultural heritage and innovations there by appreciating culinary diversity.

Traditional arts: The workshop was organized to prepare items using various parts of coconut tree, Gajra making, Wall hanger making, handloom, bottle painting, decorative name plate, soft toy making, fabric painting, BharatNaatya , Lord Krishna made out of clay.

Impact

- ▶ **Holistic Development and Ethical Awareness:** IKS emphasizes ethical considerations, empathy, and environmental consciousness, comprehensive approach to learning encouraging students to consider the social and environmental impact of their actions. It has also combined intellectual, emotional, and spiritual growth as seen in ancient Indian education systems. Eg:-Vedic Learning emphasizes spiritual development ,fostering a strong sense of duty and self-realization through a holistic teacher centric education which helps to preserve cultural values and traditions transmitting ancient Indian Knowledge ,cultural values and philosophical traditions to the generation.
- ▶ **Practical Application and Community Engagement:** Integrating experiential learning and community involvement within IKS curricula leads to the development of practical skills and strengthens the connection between academic institutions and local communities.
- ▶ **Preservation and Promotion of Cultural Heritage:** IKS helps preserve and disseminate India's rich cultural heritage and promotes a more inclusive and adaptable educational model by moving away from solely Eurocentric perspectives. IKS contributes to the preservation of cultural heritage and the revitalization of language and traditional knowledge and empowering youth to preserve their tradition and culture.
- ▶ **Sustainable Solutions:** The knowledge system's focus on sustainability, particularly in traditional practices, can offer relevant approaches to current ecological challenges and contribute to research and innovation.
- ▶ **Mental and Psychological Well-being:** IKS, through practices like meditation and mindfulness, can contribute to mental wellbeing and reduce anxiety, depression, and stress.

- ▶ **Enhanced Learning and Teaching and innovation:** Studies suggest that incorporating IKS can lead to improved student engagement and learning outcomes. Traditional Art fosters cognitive and creative growth in students. Students are encouraged to think outside the box ,experiment with colours,designs and material and find original ways to express their ideas leading to enhance innovation.

Sustainability, Scalability & Replicability

Sustainability: The sustainability of IKS helps in several areas:-

- **Environmental Sustainability:-** IKS emphasizes a deep understanding of ecological balance and resource management.

For e.g.:- IKS blended with modern technology i.e. Solar Panel, Solar DC flood light helps to reduce the use of electricity thereby promoting sustainable development.

IKS also highlights the interconnectedness of all things, suggesting that harming nature will lead to negative consequences.

- **Economic Sustainability :-** IKS promotes local resource management, sustainable livelihood and community based economic development.

Eg:-The practices like Garland making, wall hanger making, soft toy making, Ganesh Idol

making with the help of shells, Bandini work, handloom etc. promotes locally made items thereby contributing to economic development of community and resource management.

Scalability: Integrating ancient wisdom with modern technology can benefit sectors like agriculture, health, power industries etc.

Eg:-Traditional Indian Agriculture emphasizes organic methods and biodiversity, both of which align with sustainable practice in modern agriculture. By adopting a cultural sensitive and community-led approach scaling IKS can promote sustainable development, community empowerment and environment conservation which respect the rights and knowledge indigenous people.

Replicability: Strategies of replicability can be collaborative approaches, contextual understanding, flexibility and adaptability and monitoring, evaluation.

Eg:-Replicating traditional medicinal practice.

Replicating IKS can help in wider impact, knowledge sharing and cultural exchange but it must be done with great sensitivity and respect to ones cultural tradition and custom.

The replicability of IKS practices depends on factors like the context, available resources, and community engagement.





PRAKRITI SCHOOL

NOIDA

Category

Excellence in Reviving Indian Knowledge Systems

Name of the Initiative

Integrating Middle School Curriculum (Grades 5-8) with the Indian Knowledge System

Description of the Initiative

Prakriti School's educational philosophy, inspired by Integral Education, centers on nurturing the whole child towards self-realization. Recognizing the vital role of cultural heritage, our initiative, "Integrating Middle School Curriculum with Indian Knowledge System," seamlessly blends ancient Indian wisdom with contemporary pedagogy. This is not an extracurricular activity but a core curriculum transformation. Through our "Indian & Global Studies," students explore Vedic learning (e.g., Nasadiya Sukta), Itihasa Purana (Mahabharata stories), and philosophical concepts like Darshanas. Grade 8 students undertake "Knowledge Gifts of

Ancient India to the World" projects, engaging in self-directed learning on Ayurveda, Temple Architecture, and traditional arts. Beyond academics, our "Shabad-shala" project immersed middle schoolers in Bhakti music with folk artists, while junior grades participate in daily Vedic chanting and school-wide mindfulness sessions rooted in Sanatan Dharma. Notably, our School Principal is trained in Chanting Vedic texts, certified by INDICA & Veda Studies, and directly runs programs for learners, exemplifying leadership in IKS integration. We overcome resource challenges by leveraging new publications and maintaining curriculum integrity through classroom efficiency and interdisciplinary approaches, demonstrating how traditional knowledge can thrive within modern educational frameworks.

Impact

This initiative has profoundly impacted student learning, cultural awareness, and teacher development. Qualitatively, students have developed a deep appreciation of India's rich

knowledge heritage, leading to enhanced critical thinking, creativity, and cultural awareness. Teachers, trained through mentor-led sessions, have become IKS champions, contributing new knowledge to social sciences education. Authentically engaging with folk artists fostered direct knowledge transfer. Quantitatively, the initiative saw 100% participation from middle school students in IKS projects. The percentage of our school curriculum incorporating IKS increased by 50% (from 10% to 15%), with dedicated class hours rising by 50% (from 60 to 90 per term). Furthermore, the number of teachers trained in IKS grew by 17% (from 6 to 7), and partnerships with traditional knowledge holders expanded by 50% (from 4 to 6). This holistic approach ensures students receive a deep-rooted yet globally relevant education.

Sustainability, Scalability & Replicability

Our commitment to IKS is designed for long-term impact and broader reach. For sustainability and scalability, we plan to expand our external partnerships with organizations like Brhat and Vedic Pond, enriching our resources and expertise. A key development will be the creation of student-led “IKS circles” on Prakriti, Manas, and Purusha (Body, Mind, and Soul). These circles will drive self-realization and student-driven research, fostering organic growth and deeper engagement. Innovation will continue through interdisciplinary projects, particularly integrating IKS with subjects such as Mathematics and Social Sciences. For replicability, Prakriti School intends to host an “IKS Conclave,” a platform to share our successful curriculum integration model and build a supportive community of schools eager to implement similar initiatives. This blueprint will demonstrate how our comprehensive approach can be adapted by other institutions, furthering the revival of India’s knowledge systems nationwide.





UPG MS TALDANGAL-1 DUMKA

Category

Excellence in Executing Sustainable Development Goals

Name of the Initiative

Shiksha Jyoti – The Light of Education (Night School Project)

Description of the Initiative

The Shiksha Jyoti Night School was launched in July 2023 to address the challenge of illiteracy and poor health awareness in Palasi village, Dumka. Many children and adults were unable to attend school during the day due to work commitments and social barriers. The initiative created a flexible model of evening classes conducted in the veranda of the village Mukhiya, making education accessible to all.

The curriculum goes beyond basic literacy and numeracy to include life skills such as hygiene, sanitation, menstrual health, safe drinking water practices, financial literacy, and agriculture.

Sessions are delivered using storytelling, real-life examples, and peer learning to make them relatable. Partnerships with ASHA workers and local leaders ensured health awareness and strong community participation. This community-owned, low-cost model has become a hub for both learning and life transformation.

Impact

- ▶ **Direct beneficiaries:** 100+ learners (57 adults + 23 children).
- ▶ **Literacy outcomes:** 60% improvement – learners can now write their names, count money, and read signs.
- ▶ **Health outcomes:** 80% families adopted improved hygiene and sanitation practices, leading to fewer preventable illnesses.
- ▶ **Social impact:** Orthodox practices, such as reliance on faith healers for snakebites, were reduced through awareness.

- ▶ **Community engagement:** Mukhiya provided space, teachers volunteered time, and ASHA workers facilitated sessions.
- ▶ **Replication:** 12 high school students inspired to set up similar night schools in neighbouring villages, potentially impacting 350+ new learners.
- ▶ **Recognition:** Featured in state magazine “Pankh” and won the Design for Change Award and Pramerica Spirit of Community Award (2024–25).

Sustainability, Scalability & Replicability

The initiative’s strength lies in its low-cost, community-driven model. It requires no external funding, relying instead on local leadership, volunteer teachers, and community support. Sustainability is ensured through ownership by villagers and ongoing mentoring from school teachers.

Scalability is built into the design: high school volunteers have been trained to replicate the model across nearby villages. A simple toolkit covering literacy, hygiene, agriculture, and financial literacy is being developed for consistent delivery.

Replicability is already demonstrated, with other villages expressing interest. The model has proven adaptable to rural/tribal contexts, backed by state-level recognition. By combining education with health, hygiene, and life skills, Shiksha Jyoti offers a holistic, transformative approach that aligns with SDGs 3, 4, and 6.





SHIV NADAR SCHOOL FARIDABAD

Category

Excellence in Executing the Sustainable Development Goals

Name of the Initiative

Sustainable Campus Transformation through Renewable Energy, Afforestation and Resource Recycling

Description of the Initiative

From its very inception, Shiv Nadar School, Faridabad adopted a **whole-school approach to sustainability**, embedding environmental responsibility into both its infrastructure and its culture. The financial model was deliberately structured so that investments in green infrastructure were not add-ons, but integral to campus planning. This ensured that sustainability was not dependent on external grants or short-term campaigns, but woven into the operating framework of the institution. Over the years, these foundational choices have been strengthened with targeted initiatives. Solar panels were installed to reduce

dependency on conventional power, while the sewage treatment plant and rainwater harvesting systems were designed to ensure a **zero-discharge campus**. Waste management was addressed through an on-campus paper recycling unit and the creation of a **plastic-free ecosystem**, supported by behavior-change campaigns across students, staff, and vendors. The SNS Forest Project transformed barren land into a thriving biodiversity hub, demonstrating how infrastructure investments can simultaneously solve ecological challenges and provide authentic learning experiences for students. This systemic approach has always been coupled with **student leadership and community participation**. Students conduct environmental audits, lead campaigns, and integrate sustainability into academic projects, while parents and teachers actively collaborate in initiatives such as carpooling, waste drives, and plantation programs. Each intervention is designed to deliver operational savings, reduce ecological impact, and most importantly, cultivate a generation of environmentally conscious citizens. What distinguishes this initiative is its **DNA of continuity**.

Sustainability is not a project with an endpoint but an evolving practice, expanding year after year through innovation, partnerships, and global engagement. It is this whole-school, future-focused model – sustainable in cost, scalable in design, and replicable in approach – that makes the Shiv Nadar School initiative both impactful and enduring.

Impact

Shiv Nadar School, Faridabad has made measurable and lasting progress in advancing the Sustainable Development Goals, particularly SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action). The initiatives have demonstrated impact across operations, community engagement, and student learning. On the operational front, the school has significantly reduced its environmental footprint. Solar panels now generate 19% of the campus's electricity needs, translating into consistent energy savings and a marked reduction in carbon emissions. The Sewage Treatment Plant recycles approximately 12 lakh liters of wastewater every month, which is reused for irrigation and non-potable needs, creating a zero-discharge campus. Alongside this, rainwater harvesting systems have reduced dependence on groundwater. Waste management has also seen a transformation, with a 32% reduction in landfill waste and a 78% decline in single-use plastics. The on-campus paper recycling unit produces 40 chart papers per month from classroom waste, closing the loop on resource use. The ecological impact is equally significant. The SNS Forest Project, with over 8,000 native trees, has converted barren land into a thriving green lung that supports biodiversity, attracting birds, butterflies, and pollinators, and improving air quality in the surrounding area. Beyond numbers, the initiative has shaped culture and behavior. More than 1,000 students actively participate in campaigns, audits, and eco-club projects, leading to a 50% increase in awareness and a 30% rise in sustainable habits such as waste segregation and cycling to school. Teachers integrate sustainability into lessons, while parents engage through carpooling, waste drives, and eco-friendly events. The Guinness World

Record for water conservation and representation at the NYC Green School Conference 2024 further amplified the school's reputation as a sustainability leader. Together, these outcomes highlight a model that not only reduces environmental impact but also inspires students, staff, and the wider community to embrace sustainable living.

Sustainability, Scalability & Replicability

Sustainability: Shiv Nadar School, Faridabad is committed to embedding sustainability as a permanent feature of its operations and learning culture. In the next two years, the school will increase the share of renewable energy by expanding solar capacity beyond the current 19%. The Sewage Treatment Plant and rainwater harvesting systems will be enhanced to maximize water reuse, ensuring the campus remains zero-discharge. The SNS Forest Project will be expanded to the other block with additional native trees, biodiversity monitoring, and carbon sequestration efforts, strengthening the ecological balance of the region. Beyond infrastructure, the emphasis will be on cultivating a mindset of sustainability. Student-led environmental audits, eco-clubs and integration of sustainability themes across disciplines will ensure continuity of impact and long-term cultural adoption.

Scalability: Scalability is central to the school's strategy for amplifying its impact. Initiatives such as the STEAM Conclave and MUNs will be expanded, giving students more opportunities to develop innovative solutions to global sustainability challenges. Annual observances like Earth Day, World Environment Day, Climate Action Month will be leveraged on a larger scale to engage the entire student body and the parent community in collective action. The Parent Collective will continue to drive large-scale community engagement through e-waste drives, tree plantation campaigns, and clean-up initiatives, extending the school's reach well beyond campus. By widening participation, the school ensures that sustainability is not confined to a select group of students but becomes a collective identity for the whole community.

Replicability: What makes the Shiv Nadar School model distinctive is its potential for replication. The combination of green infrastructure, curriculum integration, and community partnership creates a holistic and adaptable framework. Showcasing initiatives at forums, building on the recognition received at the NYC Green School Conference 2024,

will help position the school as a thought leader in sustainable education. Collaborations with NGOs, government agencies, and academic partners will ensure adaptability across varied geographies and contexts. By offering a tested, replicable model, Shiv Nadar School aims to multiply its impact far beyond its own boundaries, contributing to the larger global movement for sustainability.





**SPECIAL JURY
RECOGNITION
CASE STUDIES
2025**



GOVERNMENT KANYA MADHYA VIDYALAYA RAGHUNATHPUR, DUMKA

Category

Excellence in Future Ready Skills

Name of the Initiative

Empowering Rural Girls and Boys through Vocational and Life Skills under NEP-2020

Description of the Initiative

Situated in a remote tribal belt of Jharkhand, our school faced the challenge of low attendance, limited exposure to skills, and low confidence among students, especially girls. To address this, we launched an initiative integrating vocational training with life skills. Students engage in bamboo craft, natural dyeing, stitching, and eco-friendly product making, while simultaneously developing soft skills such as communication, teamwork, and adaptability

Local artisans were invited as co-trainers, ensuring hands-on learning rooted in community knowledge. Students created products, showcased them in exhibitions, and even participated in the School

Enterprise Challenge (International), where they won a Silver Award. The program aligns directly with NEP-2020, bridging academics with real-world, livelihood-linked skills.

The initiative, launched in July 2023, follows a low-cost, high-impact model using locally available resources like bamboo, leaves, and natural dyes. Despite challenges such as parental hesitation and teacher training needs, awareness meetings, community support, and innovative teaching strategies helped overcome barriers. Today, the school is a vibrant hub of innovation and future-ready education.

Impact

The initiative has significantly transformed the school ecosystem:

- Over 60% of students improved in creativity, communication, and problem-solving.
- 20% rise in attendance, with notable growth in girls' participation and confidence.

- ▶ Out of 279 students, 162 from classes 6–8 actively lead and participate in 100+ hands-on projects.
- ▶ Students confidently present in community events and local fairs, gaining entrepreneurial exposure.
- ▶ Parents and the community now view education as livelihood-linked, restoring trust in the school.

This transformation demonstrates the shift from rote learning to experiential education, positioning our school as a model for rural innovation.

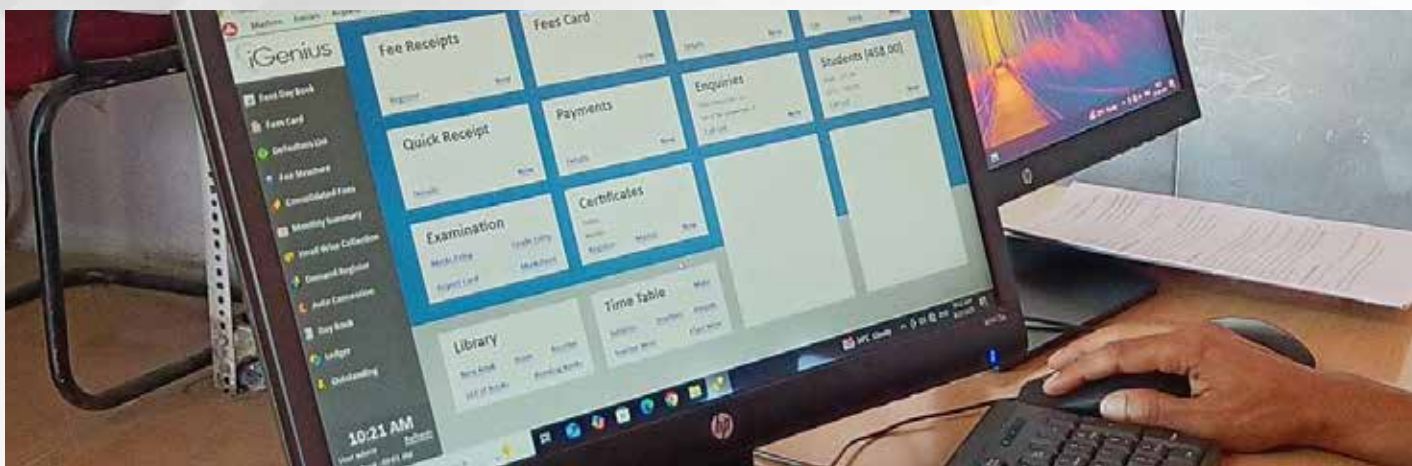
Sustainability, Scalability & Replicability

The program's strength lies in its **sustainability**. A permanent Skill Corner has been set up in the school, ensuring continued practice of crafts. Local artisans, self-help groups, and school management actively support the initiative, reducing dependency on external funding.

Scalability is ensured through plans to expand student enterprises into community-level micro-businesses and participation in global competitions, aiming for the Gold Award in the School Enterprise Challenge. Partnerships with vocational institutes and industry mentors are being explored to create long-term career pathways.

The model is easily **replicable** in other rural government schools as it is community-driven, low-cost, and resource-adaptive. Its alignment with NEP-2020 makes it a nationally relevant framework, empowering marginalized children with confidence, employability, and future-ready skills.





ARMY GOODWILL SCHOOL WUZUR, QAZIGUND

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Enhancing Learning Outcomes through digital Classrooms at Army Goodwill School wuzur.

Description of the Initiative

The **Army Goodwill School Wuzur** has embarked on a remarkable journey of **digital transformation and compliance**, despite being located in a remote and digitally backward village of the Kashmir valley. This initiative has not only modernized teaching and learning but has also opened new avenues of innovation and opportunity for students in a region where access to advanced digital resources is still limited compared to other parts of India. With tireless efforts, the school has worked to **bridge the digital divide** and bring world-class education to its students.

The school has achieved **100% digitisation of**

classrooms. With the support of Powergrid Corporation, the **iPrep education software** has been introduced, giving students access to digital books, notes, assessments, and video lectures covering the entire syllabus. This has made learning more interactive, engaging, and aligned with modern practices. At the same time, school operations have become more efficient—attendance, student records, and assessments have been digitized, reducing paperwork and improving classroom management.

To strengthen digital infrastructure, a **Tab Lab** and a **Computer Lab** with internet connectivity have been established. These facilities allow both teachers and students to access national-level platforms like Diksha and other educational resources. Furthermore, the installation of **battery backups and a generator** ensures uninterrupted power supply, keeping digital tools functional at all times.

This initiative has turned Army Goodwill School Wuzur into a **model of digital innovation and compliance**, empowering teachers, enhancing

student outcomes, and preparing the youth to become **future-ready innovators and leaders**.

Impact

▶ Student Development

- Students are learning **coding and technology application** to solve real-life problems.
- **Seven students selected for the Young Scientist India Program**, showcasing national-level recognition.
- Innovative Android applications developed by students:
 - Home Automation App – Controls household lighting remotely.
 - Ocusafe App– Protects children’s eyes during mobile use.
 - Digi Banking Software– Assists illiterate customers in managing bank accounts through voice commands in regional languages.
 - Receipt App– Enables businesses to generate digital receipts easily.
- Students are now able to **understand complex topics more easily**, leading to **improved grades and academic performance**.
- Use of **colorful 3D diagrams and interactive content** has made concepts clearer and captured student attention more effectively.

▶ Administrative Efficiency

- **Digitisation of student records** ensures data is safe, organized, and remotely accessible.
- Reduced dependency on manual paperwork, improving speed and accuracy in operations.
- Significant **cost savings** by eliminating the need for external printing of receipt books, grade cards, and placards.

▶ Institutional Growth

- The digital infrastructure has enhanced the school’s reputation and appeal.
- Recorded **over 100 new admissions** in the current session, largely due to interest in the school’s advanced digital facilities.

▶ Community Impact

- The initiative is bridging the digital divide in a remote valley region.
- Students are being prepared as **future-ready innovators**, inspiring other institutions in the area.

Sustainability, Scalability & Replicability

Sustainability:

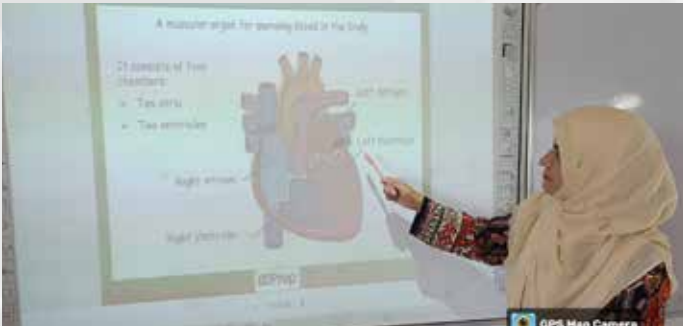
- Regular teacher training and refresher courses ensure smooth adoption of technology.
- Dedicated annual budget allocation for software subscriptions, hardware maintenance, and renewals.
- Continuous monitoring and upgrades keep the system functional and future-ready.

Scalability:

- The model can easily handle increased student enrollment without disruption.
- Flexible to integrate with new EdTech platforms as they emerge.
- Potential to expand beyond school level, making it suitable for colleges and universities.

Replicability

- Proven success in a rural and remote context, making it adaptable for similar regions.
- Can be adopted by both government and private schools.
- Designed as an offline-first model, especially suitable for areas with poor or inconsistent internet connectivity.





MCD PRIMARY CO-ED SCHOOL LAJPAT NAGAR 3

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

Amazon Future Engineer Programme

Description of the Initiative

The Digital Literacy initiative, implemented in partnership with Amazon Future Engineer and Peepul, aims to bridge the digital divide in government primary schools by equipping students with essential 21st-century skills.

Since its inception in 2021, the programme has expanded to Grades 1-5, integrating structured weekly digital literacy periods into the regular school timetable. Each school is equipped with a dedicated Digital Lab, providing 1:1 device access through tablets and laptops, while carefully designed unplugged content ensures continuity even during internet disruptions.

At its core, the curriculum develops computational thinking, pattern recognition, decomposition, abstraction, and algorithms, delivered through the proven “I do, We do, You do” pedagogy. Students engage in hands-on, project-based learning, from coding interactive games and animations to solving real-world problems, such as designing a Morse Code Communication System using Micro:bit.

Recognising the importance of responsible technology use, the initiative integrates lessons on digital citizenship, online safety, and cyber hygiene across all grades. Teachers receive continuous professional development through training, peer mentoring, and digital dashboards, reducing preparation time by 30% and enabling more effective classroom delivery.

What began as a supplementary subject has now become a core pillar of primary education. The initiative is not only improving student learning outcomes and enhancing teacher efficiency but also building a replicable, scalable model for public schools nationwide.

Impact

The Digital Literacy for Future-Ready Classrooms initiative at MCD Primary Co-ed School, Lajpat Nagar 3 has transformed learning outcomes, teacher efficiency, and school culture over the past year.

- ▶ **Student Outcomes:** Reaching 600 students across Grades 1-5, the programme provided structured weekly classes and 1:1 device access through a Digital Lab. By Term 3, 53% of Grade 1 students and 44-48% of Grades 2-5 scored above 70% in digital literacy assessments, up from significantly lower baselines in Term 1. Students progressed from basic device handling to independently designing animations, games, and problem-solving prototypes. A standout achievement was a Grade 5 team that built a Morse Code Communication System using Micro:bit, raising their scores from 38% to 84%.
- ▶ **Teacher Empowerment:** Twelve teachers were trained in digital pedagogy and cyber hygiene, with 92% reporting higher confidence in using technology. Structured lesson plans reduced preparation time by 30%, while peer mentoring and digital dashboards streamlined classroom delivery and reporting.
- ▶ **Operational Excellence:** The initiative improved school operations with 17 Saturday sessions that saw 74-76% voluntary student attendance. Digital dashboards enhanced transparency and accountability, while robust safeguards, including encrypted access and copyright-compliant platforms, ensured zero data privacy breaches.
- ▶ **Community and Recognition:** Parents reported greater trust and pride as they witnessed their children confidently using technology at home. The school's visibility grew through public showcases and recognition, including 2nd place at the Zonal Science Fair.

Overall, the initiative has delivered not only measurable academic gains but also a cultural shift toward safe, inclusive, and future-ready digital learning, setting a strong precedent for government school transformation.

Sustainability, Scalability & Replicability

Sustainability:

- Digital literacy periods have been embedded into the school timetable across Grades 1-5, making it part of core academic delivery rather than an add-on.
- A peer-mentoring model enables trained teachers to coach colleagues, reducing dependency on external trainers.
- Digital dashboards for tracking student learning and teacher use are integrated into school reviews, ensuring continuous monitoring.
- Lesson plans and modules are aligned with curriculum outcomes, securing long-term relevance.

Scalability:

- Successfully implemented for 600 students at Lajpat Nagar 3, demonstrating proof of concept in a government school setting.
- Resources are designed in bilingual formats (English-Hindi) for inclusivity, allowing wider adoption in diverse contexts.
- Students will engage in digital innovation challenges and Zonal Science Fairs, creating visibility and momentum for expansion.
- Supported by partnerships with Amazon Future Engineer and Peepul, providing a tested framework and resources for scale-up.

Replicability:

- Uses a low-cost model combining shared devices, unplugged content, and open-source/copyright-cleared platforms.
- Structured teacher training modules and lesson plans can be directly adopted by other MCD schools.
- Focus on computational thinking and problem-solving makes the approach relevant nationally, beyond basic ICT classes.
- The initiative offers a replicable blueprint for embedding digital literacy in public primary education, adaptable even in resource-constrained schools.





WHITEFIELD GLOBAL SCHOOL BENGALURU

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

STEM - DTC (STEM for Digital Transformation & Compliance Excellence)

Description of the Initiative

The initiative “STEM for Digital Transformation & Compliance Excellence” is about helping students connect what they learn in school with real-life applications. It encourages them to explore new-age technologies like Artificial Intelligence, IoT, and Embedded Systems in creative and meaningful ways. Students don’t just study concepts; they get to apply them through projects, experiments, and teamwork—building confidence, problem-solving skills, and collaboration.

In line with the NEP 2020 vision, the initiative promotes experiential learning, critical thinking, and digital literacy. It ensures that technology is not just

a tool but a pathway to ethical, responsible, and innovative learning. By blending knowledge with values, the program nurtures curious, adaptable, and future-ready learners who can thrive in a rapidly changing world.

Project 1: AGRI-LINK - Connecting Fields with Code

Students addressed the challenge of low farm productivity by designing AGRI-LINK, a multi-functional platform with five modules: Crop Doctor (disease detection), Soil Tester (NPK-based crop match), Weather Forecaster, Farm Manager, and Price Observer. Built with Python and web tools, it empowers farmers with data-driven decisions. The project nurtured innovation, collaboration, and ecological responsibility, aligning with NEP 2020 goals of experiential and interdisciplinary learning.

Project 2: NEURO GENESIS - A Clearer View of the Brain through AI

Students developed NEURO GENESIS, an AI model using Convolutional Neural Networks (CNNs) in

Python to detect brain tumours from MRI scans. By preprocessing datasets and training with TensorFlow and Keras, they achieved 92% accuracy in classification. The project showcased how AI can support early diagnosis, blending healthcare and technology. It fostered computational thinking, problem-solving, and innovation, aligning with NEP 2020's experiential and interdisciplinary learning goals.

Project 3: Aqua Sort – Smart Segregation for a Sustainable Flow

Students created Aqua Sort, an Automated Water Waste Segregation System (AWWSS) using pH and TDS sensors linked to Raspberry Pi and Arduino. A generative AI model classified wastewater as reusable, recyclable, or waste, while servo motors directed flow to suitable containers. The project promoted water conservation, eco-friendly practices, and sustainability, while integrating AI, IoT, and embedded systems, aligning with NEP 2020's vision of hands-on, interdisciplinary learning.

Project 4: Smart Mobility – Accessible Wheelchair Model with MODI Kit

Students designed a low-cost, sensor-controlled wheelchair using the MODI Kit by LUXROBO to support independent mobility for differently-abled individuals. The prototype included joystick/button controls, obstacle detection, and voice/touch activation for accessibility. Built with modular input-output units and coded in MODI Studio, the model demonstrated affordable assistive technology. The project fostered design thinking, coding, and prototyping skills, aligning with NEP 2020's experiential, inclusive learning goals.

Project 5: AIoT Innovation Fair – Technology Meets Real-World Purpose

The AIoT Innovation Fair encouraged students (Grades 6–10) to design technology-driven solutions for real-world problems aligned with the SDGs. Projects included crop prediction models, freshness detectors, AI wellness tools, and a student council

election model simulating fair democratic processes.

Project 6: “Robbie” – Reimagining AI through Storytelling and Robotics

Inspired by Isaac Asimov's Robbie, students explored the emotional side of AI by blending literature and robotics. Using the MODI Kit, they built robots that responded with sound or movement, then rewrote the story's ending based on their robot's behaviour and ethical reasoning. The project nurtured empathy, creativity, ethical reflection, and coding skills, showing how English and STEM can merge to inspire purpose-driven innovation.

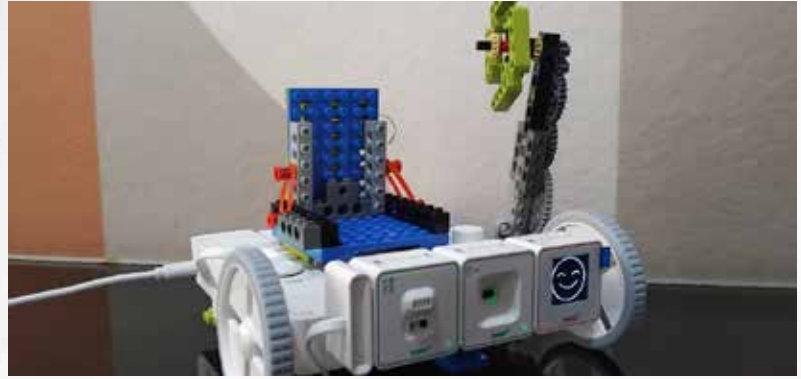
Impact

The initiative empowered students to develop 21st-century digital competencies such as critical thinking, problem-solving, collaboration, and ethical use of technology. By engaging in hands-on projects that integrated AI, IoT, and design thinking, learners built the skills needed to thrive in a digitally driven world.

Sustainability, Scalability & Replicability

The projects promote sustainability by addressing real-world challenges like agriculture, healthcare, mobility, and water conservation with eco-friendly, socially impactful solutions. Their scalability lies in the adaptability of AIoT tools and modular technologies, which can be expanded or customized for larger communities and diverse contexts. With clear processes and low-cost resources, they ensure replicability, enabling schools and institutions to adopt and implement similar initiatives effectively.







SUCHITRA ACADEMY HYDERABAD

Category

Excellence in Global Impact Leadership

Name of the Initiative

Chitrakatha - International Film Festival

Description of the Initiative

Chitrakatha is Suchitra Academy's flagship global film exchange initiative that integrates filmmaking as a tool for experiential and interdisciplinary learning. By collaborating with peers from Latvia, Slovakia, Turkey, and Lithuania, students create and exchange films exploring diverse cultural narratives, cinematic techniques, and socio-cultural themes. The program fosters visual literacy, critical thinking, empathy, and global awareness while positioning film as a universal language of human experience. In 2023, over 100 students produced 20 original films, including an Indo-Latvian collaboration screened at an international showcase, reinforcing Suchitra Academy's reputation as a leader in innovative, globally connected education.

Impact

The impact of Chitrakatha has been transformative, fostering global awareness, creativity, and collaboration among students. In 2023, over 100 students engaged in producing 20 original films, showcasing enhanced skills in research, scripting, communication, and critical analysis. Cross-border feedback sessions with Latvia, Slovakia, Turkey, and Lithuania promoted intercultural dialogue and empathy, while informal exchanges built lasting friendships. Teachers observed heightened creativity and adoption of innovative pedagogies, while the school gained international visibility through recognition from global platforms. A collaborative Indo-Latvian film screened at an international youth showcase further highlighted the initiative's success, positioning Suchitra Academy as a pioneer in global experiential learning.

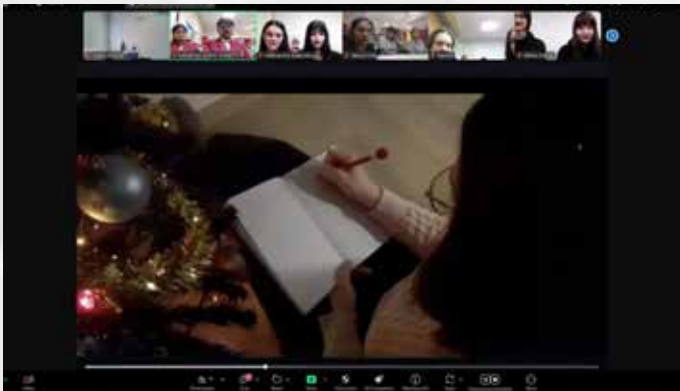
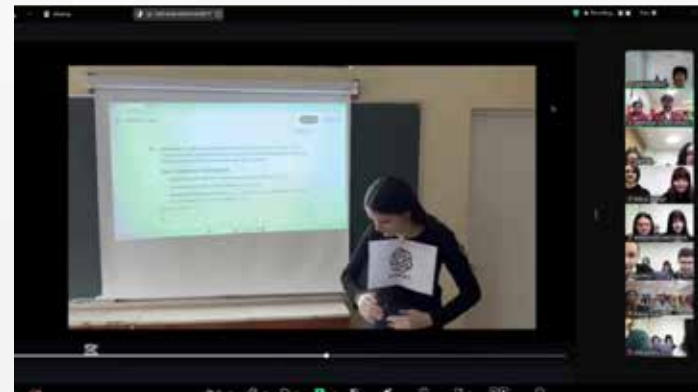
Sustainability, Scalability & Replicability

Sustainability: Sustainability is ensured by institutionalizing Chitrakatha as an annual global

event at Suchitra Academy. A repository of student films, recorded sessions, and best practices is being built for continuous learning. Partnerships with AFS India and international schools are being strengthened to ensure ongoing participation. The alignment with NEP 2020 and UN SDGs further ensures the long-term relevance of the initiative.

Scalability: Scalability is being achieved by expanding participation to more countries beyond Latvia, Slovakia, Turkey, and Lithuania. Regional filmmaking workshops are being hosted to train more students and teachers. Virtual screenings and global online platforms are being leveraged to reach larger audiences. Multi-school collaborations within India are also being encouraged to broaden student participation.

Replicability: Replicability is supported by developing a toolkit of best practices including lesson plans, student testimonials, and orientation modules. Step-by-step guidelines are being created for integrating filmmaking into cultural exchange programs. AI-based editing tools and multilingual subtitles are being used for accessibility in diverse contexts. The model is being shared with partner schools and educational networks for adoption worldwide.





GOVERNMENT UPGRADED MIDDLE SCHOOL LEM, RANCHI

Category

Excellence in Executing Sustainable Development Goals.

Name of the Initiative

Poshan Vatika (Kitchen Garden)

Description of the Initiative

The Poshan Vatika initiative at GUMS Lem was started to address the twin challenges of **malnutrition and lack of nutrition awareness** among tribal students from marginal communities. A portion of the school campus was converted into a garden where **seasonal vegetables are grown** using low-cost and eco-friendly methods such as **wastewater reuse** and **organic composting**.

The vegetables harvested are directly added to the **mid-day meal**, ensuring that over **120 students** receive **fresh, healthy, and diverse food** on a regular basis. What makes the initiative unique is that **students themselves are active participants**, they

prepare the soil, plant seeds, water, and harvest crops under the guidance of teachers and local farmers.

Impact

The Poshan Vatika at GUMS Lem has created measurable and lasting benefits for students, staff, and the community. Over 120 tribal students from marginal communities now receive fresh, nutritious vegetables in their mid-day meals, leading to improved health, higher energy levels, and better concentration in class.

Teachers report increased student participation and attendance, while students develop practical skills in farming, nutrition, and environmental stewardship. Parents and community members actively participate, spreading awareness about home gardening and sustainable food practices.

Resource-wise, the school has achieved cost savings on vegetable purchases, efficient water uses through recycling, and organic waste management via composting.

Sustainability, Scalability & Replicability

To ensure the Kitchen Garden continues to thrive and expand over the next two years, GUMS Lem is implementing several strategies:

Student Leadership: Eco Club taking the ownership, where students lead planting, maintenance, and record-keeping, ensuring long-term ownership.

Diversification of Crops: Expanding to include herbs, fruits, and medicinal plants to enhance nutrition and learning opportunities.

Capacity Building: Training teachers and students in organic farming, composting, and water conservation, with guidance from local agricultural experts.

Financial Sustainability: Leveraging government schemes (Mid-Day Meal, Poshan Abhiyan) and community contributions for seeds and tools, reducing dependency on external funding.

Replication Model: Creating step-by-step documentation of the initiative to allow other schools to adopt the model easily. Seasonal harvest days will showcase the program to parents, local communities, and education officials.





MODERN PUBLIC SCHOOL SHALIMAR BAGH

Category

Excellence in Executing Sustainable Development Goals (Climate Action)

Name of the Initiative

Pran Se Parivartan

Description of the Initiative

Rooted in Gandhian value 'be the change you want to see'. In alignment with the vision, the school initiated Pran se Parivartan in 2023, a transformative project dedicated to SDG 13: Climate Action. The initiative reflects the institution's conviction that small yet consistent steps can drive magnanimous environmental change when it becomes a collective responsibility of each stake holder of the society.

Rather than treating sustainability as an isolated campaign, the school has woven eco-consciousness into its very ethos. Environment Friendly practices have become a way of life. The initiative focusses on building a self-sustaining ecosystem where students, teachers, and the Parent community actively engage

in climate-resilient practices like segregation of waste, Organic farming, etc. Even the school has pledged to minimize its ecological footprint while instilling lifelong values in learners by adopting clean energy, promoting mindful consumption, and fostering biodiversity.

Infrastructure such as solar installations, rainwater harvesting, and composting units, with curriculum innovation that nurtures climate literacy through experiential learning and student-led projects have delivered remarkable outcomes. Beyond campus, the initiative extends to awareness drives, art-based campaigns, and partnerships with global organizations, ensuring that its impact reaches both local communities and international platforms.

Through this endeavor, Modern Public School aspires to model how educational institutions can become hubs of environmental stewardship. Pran se Parivartan is not only about reducing waste or conserving resources; it is about cultivating a generation that perceives sustainability as a way of life, thereby contributing meaningfully to a greener and more resilient future.

Impact

- ▶ The initiative has given positive qualitative and quantitative outcomes. Over **1.2 million litres of water** was saved annually through rainwater harvesting and low-flow fixtures, while energy-efficient practices have reduced electricity consumption by **15% (25,000 kWh)**.
- ▶ Waste management drive has diverted **10,000+ kg of waste** from landfills, supported by composting units and upcycling drives.
- ▶ Paper reduction strategies saved **5.6 tons annually**, including a Guinness World Record feat of recycling **437,975 kg of paper** in community drives.
- ▶ Over **2,400 students, 300 staff, and 2,000 community members** have directly benefitted, reporting stronger sustainable habits and improved emotional well-being.

Sustainability, Scalability & Replicability

The strength of Pran se Parivartan resides in its ability to sustain, expand, and replicate its impact beyond the school campus. Policies like banning single-use plastics, adopting digital documentation, and integrating sustainability in curricula guarantees continuity. Infrastructure investments like solar panels, rainwater harvesting systems, and composting units are reinforced by annual audits with partners including GRIHA, TERI, and WIPRO Earthian, guaranteeing accountability and long-term viability.

Scalability is built into the initiative through phased developments in the pipe line, such as the planned Green Innovation Lab, Material Recovery Facility (MRF), rooftop farming, and vertical gardens. Digital dashboards will expand to monitor carbon footprint, water usage, and waste management in real time. Student-led eco-clubs under the mentorship of teachers and experts are structured to scale awareness campaigns across peer groups, creating a ripple effect of climate-conscious behaviour.

Replicability is ensured through the initiative's low-cost, high-impact framework. Practices like waste segregation, composting, paper digitization, and eco-clubs require minimal investment and can be adopted by schools and communities across diverse contexts.

Strategic partnerships with NGOs, CSR programs, and government bodies provide financial support and access to resources, making the model adaptable and financially feasible. By aligning with Mission LiFE, Ek Ped Maa Ke Naam, and the UN's Global Schools Program, Pran se Parivartan is designed to be replicated regionally and nationally, proving that meaningful climate action can be integrated into education systems anywhere.





**NOMINATED
CASE STUDIES
2025**



ASHOKA GLOBAL ACADEMY

ARJUN NAGAR CAMPUS, CHANDSI, NASIK

Category

Excellence in Future Ready Skills

Name of the Initiative

IAYP - International Award for Young People

Description of the Initiative

The International Award for Young People (IAYP) is part of the Duke of Edinburgh's International Award Association. It was introduced in India in 1962, with over 240 institutions across the country participating. The program aims to "equip young people for life" by fostering moral, social, and intellectual growth.

Ashoka Global Academy is proud to be officially licensed to implement IAYP. The Award has three levels - Bronze (14 yrs+), Silver (15 yrs+), and Gold (16-24 yrs). In Ashoka's first batch, 12 students enrolled in the inaugural cycle, undertaking Bronze and Silver levels.

Impact

► **Degree of Improvement:** The initiative has led to noticeable growth in student confidence, resilience, and leadership. Teamwork and problem-solving skills were strengthened through Adventure Journeys and projects, while students also demonstrated higher self-motivation and responsibility.

► **Scale of Implementation:** The first cohort of 12 students successfully enrolled across Bronze and Silver levels. Bronze level winners include: Anesh Bhutada, Ashmit Kataria, Geet Potdar, Jainesh Katariya, Kaarvi Nikam, Priyal Daulat, Rui Deshmukh, and Shaurya Chandaliya. Silver level winners are: Pratiti Dutta, Shreya Taskar, and Jia Datrang.

► The program has been integrated with the school's broader focus on future-ready skills such as coding, design thinking, SEL, and PBL. Plans are underway to scale participation across middle and senior grades.

► **Benefits to Stakeholders:**

- **Students:** Real-life skill development, exposure to outdoor challenges, and holistic growth.
- **Parents:** Greater confidence in the school's emphasis on all-round development beyond academics.
- **Teachers:** Opportunities to mentor in non-traditional roles, enhancing professional growth.
- **School:** Strengthened reputation as a progressive, future-ready institution.

► **Period of Impact (Last One Year):** Within a year, immediate changes were observed in student enthusiasm, participation, and reflective thinking. Longer-term impacts are visible through sustained student-led initiatives such as editorials, MUNs, and community projects. Even within the first year, the program has built a strong foundation for expanded growth.

Sustainability, Scalability & Replicability

Over the next two years, Ashoka Group of Schools aims to strengthen the International Award for Young People (IAYP) program through several key developments.

Structured Integration into School Life- Embedding IAYP activities into the school calendar so that they become a natural extension of academics, sports, and co-curricular engagement.

Capacity Building of Mentors & Volunteers- Training teachers and coordinators as Award Leaders to ensure continuity, stronger mentorship, and smoother facilitation of activities at Bronze, Silver, and Gold levels.

Student Leadership & Peer Learning- Encouraging student-led initiatives where senior Award participants guide juniors, creating a culture of continuity and self-sustaining growth.

Technology & Monitoring Systems- Using digital

tracking, reflection journals, and reporting tools to monitor progress and share impact stories, ensuring accountability and visibility of outcomes.

Community Engagement & Partnerships- Expanding service opportunities by collaborating with local NGOs, civic bodies, and social initiatives, thereby enhancing the relevance and reach of the program.

Future-Ready Skill Development- Through IAYP, AGA will sustain and expand innovation, technology integration, and real-world exposure. The programme complements AI, robotics, and data literacy with socio-emotional learning, while encouraging teamwork, leadership, and resilience.

Experiential & Entrepreneurial Learning- With experiential projects, fieldwork, and community service, students gain practical insights alongside academics. Mentorship, industry collaboration, and digital portfolios strengthen entrepreneurial thinking and ensure continuous growth.

Scalability & Replication- Documenting best practices, success stories, and implementation frameworks so that the model can be easily replicated across other Ashoka campuses and partner institutions.

Sustainability of Impact- Building strong alumni connect for Award participants who can return as mentors, sponsors, or resource persons, ensuring long-term engagement beyond their school years.

Through these efforts, Ashoka will not only deepen the impact of IAYP within its own ecosystem but also create a replicable model of holistic youth development that nurtures confident, capable, and compassionate individuals ready for the future.





GHS GURHA BRAHMANA (PM SHRI) BANTALAB

Category

Excellence in Future Ready Skills

Name of the Initiative

Excellence in Future Ready Skills – Life Skills Program

Description of the Initiative

Students were found to be lacking in essential life skills such as moral values, leadership qualities, communication skills, and social awareness. To address this, the institution launched a **Life Skills Program** aimed at developing leadership, communication, and overall personality. The program was supported by collaborations with organizations like the Bharti Airtel Foundation, whose resource persons regularly conducted structured life skills modules.

The initiative followed an **activity-based approach**, using role plays, group discussions, presentations, and problem-solving activities. Mentorship and reflection exercises were integrated to help students

apply learning in real-life situations. The collaborative model with NGOs and industry partners made the initiative cost-effective, sustainable, and impactful.

Impact

Students showed visible transformation in **confidence, leadership qualities, communication skills, and decision-making ability.**

Increased participation in debates, group discussions, and school activities demonstrated stronger engagement.

Teachers observed improved **discipline, empathy, and moral values among students.**

The initiative was rolled out across **all classes from middle to senior secondary**, reaching the entire student body through structured modules.

Quantitative impact

► 85% of students reported improved confidence and communication skills.

- 85% of students reported improved confidence and communication skills.
- 75% of teachers noted smoother classroom engagement and reduced disciplinary issues.
- 20% rise in positive parent feedback and 30% increase in recognition/participation in external competitions.

Sustainability, Scalability & Replicability

Sustainability: The initiative has been embedded into the school's long-term strategy, ensuring life skills are treated at par with academics.

Partnership with Bharti Airtel Foundation provides regular modules, expert facilitation, and updates, reducing dependence on external funding.

Teachers have been trained as co-facilitators, reinforcing life skills through daily practice.

Life skills modules aligned with school calendar and assessment system ensure permanence.

Scalability: Modular design allows scaling across grades, streams, and student groups.

Plans to expand sessions to vocational skills, digital literacy, and community engagement.

Initiative ready to be rolled out to sister schools, partner institutions, and local community groups.

Replicability: Highly cost-effective, relying on partnerships and existing resources, making adoption easy for other schools.

Documented framework of modules, teaching methods, and assessment tools serves as a toolkit for replication.

Flexible model adaptable to rural/urban schools, government/private institutions.

Evidence of impact (student confidence, leadership, participation) demonstrates value, motivating other schools to replicate.





HERITAGE INTERNATIONAL XPERIENTIAL SCHOOL GURUGRAM

Category

Excellence in Future Ready Skills

Name of the Initiative

Student Enrichment Programme

Description of the Initiative

The philosophy of Heritage has always been to go beyond theory and allow learners to experience, reflect, and apply knowledge in real-world or simulated situations. This approach deepens conceptual understanding, develops 21st century critical thinking skills, builds confidence and independence, and cultivates lifelong learning habits. With equal emphasis on technical acumen and emotional intelligence, students not only thrive academically but also grow as self-aware, adaptable changemakers of the future.

The programme is embedded in the curriculum so that maximum students can participate. Activities are designed to be largely self-sustained—students

prepare detailed plans, investigation reports, and budgets, and also ideate on fund-raising before initiating projects. While many projects are funded by the school, leadership works with stakeholders annually to allocate resources. The entire process of project planning and execution generally spans 2–3 months, ensuring depth of learning.

Impact

The Student Enrichment Programme has significantly enhanced student engagement, with nearly 70% of students participating in one or more opportunities. The emphasis has shifted from competition to skill development, shaping a positive mindset in both students and parents.

Students have achieved global recognition, including awards like 18 under 18 Future Global Leaders and the ET Changemaker Award. Participation in prestigious forums like Oxford MUN, Harvard MUN, and Yale MUN has increased, as has representation at the World Scholar's Cup. Even middle school students now feel confident to participate.

Debating, Shark Tank, and other stimulus-based activities have been woven into the curriculum, further enriching academic experiences. SERVICE, the theme of the year, has been central, inspiring projects that focus on making the world a better place.

Sustainability, Scalability & Replicability

Sustainability: From junior to senior school, sustainability is a central focus of student learning at HIXS. As members of TASS (The Association of Sustainable Schools), student ambassadors collaborate globally with peers on sustainability initiatives. Campaigns like tree plantation drives, waste segregation and disposal, e-waste collection, reduced paper usage, bird nest creation, and food waste segregation have been undertaken. Plans are in place to make the school fully sustainable within the next two years.

Scalability: The model scales naturally through integration with the curriculum, professional development of teachers, and student-led initiatives. Collaboration with multiple NGO schools expands awareness beyond the immediate school community, enabling the school to reach wider audiences with impactful campaigns.

Replicability: The framework of embedding enrichment opportunities within the curriculum, coupled with student-led project planning and global collaboration, provides a model that can be replicated by other schools. The emphasis on both academic enrichment and service ensures adaptability to diverse contexts while maintaining alignment with global sustainability goals.





SUNBEAM SCHOOL SARNATH, VARANASI

Category

Excellence in Experiential Learning

Name of the Initiative

Courage to Lead : History Learning Expedition

Description of the Initiative

At Sunbeam School Sarnath, “Courage to Lead” is an integrated experiential initiative that places students at the heart of learning. We adopted a structure rooted in real-world challenges, collaborative execution, and reflection-driven practices across subjects. Teachers design interdisciplinary modules where history merges with art, language with ethics, and life skills with logistics.

Impact

The Courage to Lead: History Learning Expedition transformed history learning into an engaging, participatory process. Students actively planned expeditions, conducted research, and co-created

content, making history come alive through visits to Sarnath, the Tomb of Lal Khan, and Sampurnanand Sanskrit University. Academic growth was evident in enhanced historical thinking, evidence-based reasoning, and cross-disciplinary integration with English and Art through poems, stories, and posters. Life skills like teamwork, budgeting, and presentation developed naturally, while reflective practices—journals, debriefs, and Learning Walls—fostered metacognition. Integrated into assessments with inquiry-based rubrics and peer feedback, the program was strengthened by faculty training for impactful facilitation.

Sustainability, Scalability & Replicability

The **Sustainability** of Courage to Lead lies in its integration into the annual curriculum for Class VI, making it a recurring and institutionalized practice rather than a one-time project. Structured lesson plans, co-created rubrics, and faculty development ensure consistency and alignment with academic goals. Reflection tools, stakeholder feedback, and

continuous improvement cycles keep the initiative dynamic and relevant, strengthening its long-term impact.

Scalability is built into the design. The initiative is being expanded gradually to Classes VII and creating a vertical continuum of experiential history learning. Its interdisciplinary framework allows extension to subjects such as Art, English while technology tools like Canva, and AI-based assessments enable broader participation, digital documentation, and wider dissemination. Exhibitions and digital portfolios further amplify its reach within the school community and beyond.

Replicability is ensured through its structured pedagogy—Hook, Building Background Knowledge, Action, and Reflection—which can be applied in diverse contexts. Any school with access to local heritage, cultural, or community spaces can adopt this model. With teacher training modules, safety protocols, and reflection-driven practices, the initiative provides a ready-to-use framework adaptable to varied geographies and student demographics, making it scalable and replicable nationally.





SUSHILA BIRLA GIRLS' SCHOOL KOLKATA

Category

Excellence in Experiential Learning

Name of the Initiative

EDGE- Experiential Development for Growth and Empowerment

Description of the Initiative

At Sushila Birla Girls' School, experiential learning lies at the heart of our educational philosophy. Our approach is designed to move beyond textbooks and foster real-world exposure, social responsibility, career preparedness and financial independence. Four core pillars—Exchange and Field Trips, Community Initiatives, Internship Programmes and Financial Literacy Programme shape this initiative, creating a holistic ecosystem that equips students to thrive in the 21st century.

Exchange & Field Trips

Exposure to new environments and perspectives broadens student horizons and builds confidence.

The school has a robust exchange calendar - international (Japan, France), national (Pilani in Rajasthan and Pathabhavan in Shantineketan) and several virtual exchange programmes. Our students collaborate with peers, engage in cultural dialogue and develop global competence. Exchange projects with partner schools abroad provide opportunities for joint research and intercultural learning. On the national front, memorable experiences like the visit of 50 students from Classes VIII-XII to Sriharikota to witness the Chandrayaan-3 launch highlight the connection between academic learning and scientific milestones. Additionally, local field visits to industries, heritage sites and museums strengthen contextual understanding in subjects such as history, science and sustainability. These experiences cultivate curiosity, critical thinking and the ability to apply classroom knowledge to real-world contexts. Numerous field visits are organized each year, helping students connect classroom knowledge with practical experiences.

Community Initiatives

Developing empathy and social responsibility is

central to our mission. Students actively participate in initiatives that address pressing community issues and empower marginalized groups. Projects range from organizing blood donation camp in school to reaching through Daan Utsav to sustainability efforts aligned with the UN Sustainable Development Goals (SDGs). A distinctive initiative of our Entrepreneurship Club is its partnership with underprivileged women, equipping them with business and digital skills to sustain livelihoods. Campaigns on health, environment and social awareness, along with donation drives and skill-sharing workshops conducted by senior school students for NGOs for children further amplify impact. These initiatives nurture compassion, teamwork and leadership while making tangible contributions to society.

Internships

To bridge academics with professional life, we integrate structured internships into the curriculum for senior students. Collaborating with corporates, NGOs and startups such as Deloitte, Khaitan & Co., Fortis Hospital Disha Foundation, Bellevue Hospital and Namaah Boutique we provide real-world exposure across fields such as law, healthcare, media, technology and finance. 167 students gained hands-on experience through shadowing professionals, participating in live projects and learning workplace skills such as communication, problem-solving and adaptability. Early exposure to career paths ensures informed choices for higher education and helps students transition confidently into their future endeavors. Many graduates attribute their clarity in specialization and career direction to these internship opportunities.

Financial Literacy

Financial awareness is recognized as an essential life skill and has been woven into our learning framework for students of Classes IV to VII. Interactive workshops, gamified session and case studies enable students to learn concepts of budgeting, saving, investment, taxation and responsible spending. Modules on banking, digital finance and entrepreneurship equip students with

practical knowledge to manage personal finances. By cultivating financial literacy from a young age, we prepare students to make informed economic decisions, achieve independence and develop an entrepreneurial mindset.

Impact

► **Qualitative Impact:** The initiative has helped students transform into socially responsible, future-ready leaders with a strong ethical foundation. By connecting academics with real-world practices through hands-on experiential learning, learners developed greater confidence, curiosity, and innovation. Exposure to national and global initiatives—such as witnessing the Chandrayaan-3 launch, participating in STEM fairs, and engaging with SDG projects—fostered a strong scientific temperament and broadened their global outlook. Life skills and career preparedness were enhanced through financial literacy sessions, career counselling, and interdisciplinary projects. Inclusive practices ensured that every learner felt supported, valued, and empowered, while school-community partnerships were strengthened through a range of social responsibility initiatives.

► **Quantitative Impact:** The school became a member of the Global School Alliance, expanding its international engagement. Student internships rose significantly, increasing from 109 to 167 in the last academic session, reflecting growing opportunities for real-world exposure. Fifty students had the rare opportunity to witness the Chandrayaan-3 launch at Sriharikota, marking a milestone in experiential learning. Participation also rose notably in STEM fairs, SDG projects, and global collaborations, underlining the expanding scale and reach of the initiative.

Sustainability, Scalability & Replicability

Sustainability: Community partnerships with NGOs, corporates, and financial institutions provide long-term support and foster shared ownership. Activities

are embedded in the school calendar, making them an integral part of the academic year rather than additional tasks. The Financial Literacy curriculum is designed to be age-appropriate and progressively built, ensuring continuous skill development over time. Alumni engagement further strengthens the model by maintaining relevance and continuity of internships and community projects.

Scalability: The model allows for flexible expansion through exchange programs and field trips at local, national, and international levels, depending on available resources. Community initiatives can grow by onboarding more local partners and engaging larger student groups, while internship opportunities can be scaled through structured tie-ups with corporates and start-ups. Financial literacy modules can also be digitized for wider access across multiple classes and schools. Importantly, the framework supports the gradual inclusion of more students without compromising quality.





GOVT. GIRLS SR. SEC. SCHOOL PITAMPURA

Category

Excellence in Experiential Learning

Name of the Initiative

Experiential Learning in Science

Description of the Initiative

The initiative *“Experiential Learning in Science”* was developed to move beyond rote memorization and enable students to learn by doing. Rather than treating knowledge as abstract theory, the program emphasized hands-on experiments, inquiry-based activities, and real-world applications to make science meaningful and engaging. Key strategies included activity-based learning through tasks such as the Paper Boat Challenge to explore buoyancy, energizers to sustain focus, and simple experiments using everyday materials. Project-based learning was introduced through initiatives like a Water Sustainability Drive, where students designed low-cost filters, conducted surveys, and connected science

with community action. Gamification techniques, such as treasure hunts with concept-based clues, helped reinforce lessons in fun and interactive ways. The model also promoted interdisciplinary integration by linking science with mathematics (measurements, percentages), literature (eco-poems), and social studies (environmental policies). Reflection and assessment were embedded as students maintained notebooks and portfolios containing diagrams, observations, and reflections. Together, these strategies made education tangible, memorable, and impactful, ensuring that students internalized scientific concepts deeply.

Impact

► **Qualitative Impact:** The initiative has significantly enriched student learning experiences, with children demonstrating greater curiosity, creativity, and problem-solving abilities. Active participation in classroom projects has boosted confidence levels and encouraged stronger teamwork among peers. Parents have also observed a positive shift, noting

that their children now discuss scientific concepts at home with enthusiasm. From the teachers' perspective, improved student engagement has translated into smoother classroom management and more effective learning environments.

- ▶ **Quantitative Impact:** The program achieved full student participation, with 100% of learners across all grades actively engaged in class activities. Academic outcomes improved markedly, reflected in a 30% increase in retention and application-based performance. Participation in external platforms also grew, with a 40% rise in entries to science fairs, competitions, and exhibitions.

Beyond the school, the initiative reached over 1,500 community members through impactful water conservation drives and eco-awareness projects, extending its influence to the wider society.

Sustainability, Scalability & Replicability

Sustainability: The model emphasizes long-term continuity by embedding experiential projects directly into the curriculum across subjects, ensuring they become an integral part of daily pedagogy rather than add-on activities. Teacher development is strengthened through regular in-house training and peer demonstration classes, creating a self-sustaining cycle even when staff changes occur. Student leadership is fostered through innovation clubs such as Eco Clubs, Math Market Clubs, and Heritage Clubs, making initiatives student-driven and participatory. In addition, the establishment of a digital and physical repository of activity guides, rubrics, lesson plans, and project reports ensures year-on-year continuity and ease of reuse.

Scalability: The initiative allows for vertical expansion by extending activity-based models to higher grades with increasingly complex, research-oriented projects. Horizontally, experiential learning practices can be adapted across all subjects, including arts, languages, and vocational studies, making the model versatile and inclusive. By leveraging audiovisual tools and online platforms,

learning can be scaled beyond the classroom, providing wider access. Furthermore, partnerships with local bodies, NGOs, and industries strengthen scalability by taking student projects into real-world contexts and applications.

Replicability: A key strength of this model lies in its reliance on low-cost or no-cost resources such as bottles, newspapers, cardboard, and other household items, making it feasible for replication in government and resource-constrained schools. Clear documentation, including step-by-step guides and teacher manuals, supports easy adoption by educators in new contexts. Inter-school science exhibitions, collaborative workshops, and knowledge-sharing platforms further aid in spreading best practices, ensuring the model can be successfully replicated across a wide range of educational settings.





FLT. LT. ADVITIYA BAL GOVERNMENT GIRLS HIGHER SECONDARY SCHOOL R.S. PURA

Category

Excellence in Experiential Learning

Name of the Initiative

Empowering Girls through Experiential & Entrepreneurial Learning

Description of the Initiative

The school has pioneered a holistic model of experiential learning by integrating vocational education, entrepreneurship, sustainability, and digital innovation into its teaching-learning framework. Under the guidance of teachers and with support from the Bharti Airtel Foundation's Quality Support Program (QSP), students are provided real-life exposure visits to institutions like SKUAST Chatha, Mushroom Development Centre, and Food Craft Institute, which help them explore higher education and career pathways.

Samagra Shiksha has further enriched this initiative by facilitating structured field visits for vocational

students. These visits allow students to observe work environments firsthand, linking theoretical knowledge with practical applications.

A distinctive strength of the initiative is community and parental support. Parents actively contribute their skills—such as tailoring, handicrafts, and traditional art—to mentor students. Parent profiling has helped the school identify families with specific expertise.

Participation in the School Enterprise Challenge (SEC) has been a game-changer—students designed and sold products ranging from handmade bags to calligraphy frames and paintings. Skill development workshops in areas such as hairdressing and straw basket weaving blended cultural heritage with livelihood opportunities. Platforms like Khula Asman and INSPIRE MANAK Awards gave students the confidence to present their prototypes and creative projects at state and national levels.

The Innovation Club further amplifies this impact by encouraging students to identify local problems and create prototypes as possible solutions. This hands-

on problem-solving approach nurtures innovative skills while making learning deeply relevant to their context.

Impact

The initiative has brought a visible transformation in students' confidence, creativity, and aspirations. For example, Devika, once an introverted student, turned her passion for calligraphy into a micro-business, selling frames and creating a digital identity through Instagram. Similarly, twins Palak and Jhalak gained recognition for their paintings, which are now used by the school as gifts for visiting dignitaries. Their art was no longer just a hobby—it had become a medium of self-expression, recognition, and even financial independence. They now dream of pursuing higher education in fine arts and inspire other rural girls to believe in their hidden talents.

Academic and co-scholastic performance has improved, with students actively participating in external competitions and showcasing their talents on global platforms. The school achieved the Bronze Level Award in SEC and is now competing at the Silver Level. Beyond individual achievements, the initiative has created a culture of innovation, entrepreneurship, and sustainability

Sustainability, Scalability & Replicability

The initiative is sustained by embedding entrepreneurial projects into school activities, supported by digital tools, teacher mentorship, and strong community partnerships. By linking learning with local crafts, agriculture, and vocational skills, the program remains cost-effective and community driven.

Scalability is evident as more students join annually with fresh ideas. With Samagra Shiksha providing structured vocational exposure and the Innovation Club fostering local problem-solving and parent participation, the model is highly replicable for other government schools across India. By leveraging local expertise, cultural heritage, and community

engagement, it shows how rural schools can become hubs of innovation and empowerment, preparing students not just for exams but for life and leadership.





AMITY INTERNATIONAL SCHOOL VASUNDHARA, GHAZIABAD

Category

Excellence In Continuous Professional Development for Teachers

Name of the Initiative

POLICIES TO PRACTICE: Transforming Teachers into Facilitators

Description of the Initiative

At Amity, it includes workshops, peer observations, mentoring, research-based practices and the integration of technology. It's a key feature of the school and is deeply embedded into the system. It is not limited to one time training sessions but is an ongoing reflective and collaborative practice that empowers educators to upskill themselves and adapt to changing educational needs. By aligning CBP with school goals and NEP 2020 goals teachers not only develop expertise but also competencies for leadership. It is done on Need Assessment to identify skill gaps, development needs towards the

attainment of short term and long-term objectives. In totality, it serves as a bridge between professional growth and student success and school as a hub of innovation and excellence.

Impact

Our model is going to impact larger groups as it will promote collaboration, inclusivity and professional growth leading to higher job satisfaction. It enhances students' participation in better learning and academic outcomes. It also led to raising school standards.

- ▶ **Students:** Academic Performance – Outstanding Board Results – 3 Toppers- securing 99.4%
Increased Engagement & Attendance
Improved Behavioral & Emotional Matrix
- ▶ **Teachers:** Low Attrition Rate – less than 2%
100% Academic teachers integrating technology
Teachers evolving into researchers and trainers

More than 25% of teachers are content curators for the CBSE Requirements and new curriculum aligned with NEP 2020.

- **Operations:** Lower Absenteeism
Reduced need for Remedial programs
Better Results - improved reputation - Higher admission

Increase in participation in competitions, awards due to skilled staff.

Awards received by the school in last two years -

- National Intellectual Property Award
- Global Water Transversality Award
- Reading Torch Award
- Best Practicing School by GNN
- Best Scouting School Trophy
- Outstanding Sports School

Sustainability, Scalability & Replicability

Sustainability The Initiative is sustainable as it is embedded within the school culture rather than functioning as a onetime initiative. We build Internal Capacity through peer mentoring, teacher led workshops, community involvement like - guest lecture, local experts, cyber experts, DRDO scientists, professors from reputed universities, sportsmen of repute, spiritual leaders, alumni, to lead workshops and trainings.

Regular feedback and reflective practices ensure its effective implementation and continuity.

As it is totally funded by school, there is no financial burden on the teachers which ensures its viability.

Scalability: Sustainability is achieved through continuous feedback adapted to diverse teaching needs. Teacher reflection encourages self-improvement; classroom observations provide insights allowing refinement of practices before scaling them to wider group.

Sharing knowledge beyond school campus multiplies

the impact and spreads best practices. Our initiative aims to move from individual classrooms to the whole school and even larger educational ecosystems.

Replicability: Our Model is clear, structured and based on evidence.

It is easy to use, consistent, result driven, cost effective with simple yet innovative resources with training and support by the management and leaders.





ARMY GOODWILL SCHOOL WUZUR, QAZIGUND

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Empowering Educators: A Digitally Enabled CPD Ecosystem at AGS Wuzur

Description of the Initiative

AGS Wuzur has built a sustainable CPD ecosystem that integrates technology, structured peer learning, and partnerships to ensure continuous teacher development. Since 2023, the school has conducted monthly in-house training, quarterly expert sessions, and ongoing microlearning.

With smart classrooms fully digitized since 2019, teachers actively use platforms like The Teacher App, Diksha, and CENTA for professional growth. They engage in 3-4 webinars monthly and pursue certified modules aligned with NEP 2020.

A landmark initiative was the Teacher Professional Development Program, launched by Bharti Airtel Foundation and the Directorate of School Education, Kashmir (DESK), in 2024. This program, running until August 2025, emphasizes pedagogy training, reflective tasks, and impact-driven strategies.

Community-based learning is fostered through WhatsApp forums, CBSE COEs, and CENTA networks, ensuring collaboration, feedback loops, and continuous refinement. Collectively, these steps position AGS Wuzur as a digitally mature, reflective, and learner-centric institution.

Impact

► **Teacher Growth:** Over 20 teachers earned certifications via CENTA, Diksha, and CBSE COEs; one teacher completed 100+ certified courses. Pre- and postassessments track measurable growth.

- ▶ **Recognition:** The Teacher namely Mis. Humira Rashid achieved CENTA ITPO Award (Int'l Rank 125), National Award of Excellence (Simply Jaipur), and participated in the Global Teachers Meet 2024 with educators from 76 countries.
- ▶ **Student Success:** Innovation mentoring led to 6 students' selection for ISRO's YUVIKA program, while projects like the Foot-Operated Water Tap won Best Prototype at Plaksha University. Seven student projects also reached the finals of Young Scientist India 2025, out of which three were among top 21 and 1 student was among top three received a Trophy and Cash prize of 15000 thousand.
- ▶ **Classroom Transformation:** Teaching is now more interactive and reflective, with improved conceptual clarity, student participation, and project-based learning. Parents report better communication and learner-centered practices during PTMs.

These outcomes have strengthened overall teaching quality, academic performance, and classroom experience.

Sustainability, Scalability & Replicability

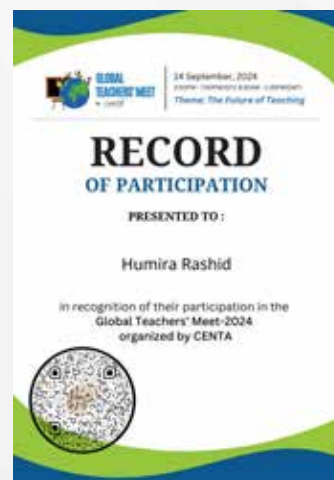
The CPD model at AGS Wuzur is layered and adaptive:

Sustainability: Ongoing cycles of training, feedback, and reflection ensure CPD is continuous, not event-based. Low-cost tools (WhatsApp forums, CBSE COEs, The Teacher App) support long-term viability.

Scalability: The framework--monthly microlearning + expert mentoring + certification pathways--can be replicated across schools with existing LMS and EdTech platforms.

Replicability: Practices like reflective lesson planning, peer-led CPD cells, microteaching demos, and gamified CPD dashboards can be readily adapted by other institutions.

Aligned with **NEP 2020** and **NPST**, the initiative envisions creating **self-driven educators** who adapt to emerging trends, enhance classroom effectiveness, and serve as **changemakers in education**.





MRG SCHOOL ROHINI, NEW DELHI

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

The Learning Triangle – Staff & Students in Action

Description of the Initiative

MRG School's initiative, *The Learning Triangle*, is a transformative model of Continuous Professional Development (CPD) that reimagines how teachers grow, lead, and inspire. Established in April 2021, this initiative goes beyond conventional training to create a vibrant ecosystem where every teacher evolves as a lifelong learner and catalyst of educational innovation.

The model integrates 50+ hours of structured training annually for every teacher, embedding NEP 2020 and NPST standards into daily practice. Its strength lies in a multi-tiered CPD framework—empowering beginner teachers with confidence,

advancing proficient teachers with cutting-edge pedagogy, and positioning expert teachers as national thought leaders.

Innovation drives the initiative. Through Shri Connect (LMS), AI-powered tools, e-portfolios, and global e-learning platforms like Coursera and Microsoft Learn, teachers engage in reflective practice, peer collaboration, and real-time lesson enhancement. Faculty co-create Teaching and Learning Materials (TLMs), conduct micro-teaching sessions, and lead cross-departmental innovations, ensuring professional development is not a workshop but a living culture of growth.

Impact

The results are both quantifiable and transformative:

- ▶ 100% Teacher Participation in CPD with consistent completion of 50+ hours of annual training.
- ▶ **National Recognition:** Several MRG teachers now serve as CBSE-certified Resource Persons, shaping teaching practices across India.

- **Enhanced Student Outcomes:** Classrooms report a 30–40% rise in participation and conceptual mastery, alongside a track record of 100% CBSE Board results.
- **Innovation in Practice:** Lesson plans now reflect inquiry-based learning, project-based pedagogy, and AI integration.
- **Parental Endorsement:** Feedback surveys consistently highlight higher student motivation, deeper engagement, and stronger teacher-student bonds.

MRG's CPD has not only elevated teaching standards within the school but also extended its impact to the wider academic ecosystem, creating educator-leaders who mentor and inspire beyond the institution.

Sustainability, Scalability & Replicability

The initiative's sustainability is anchored in a dedicated CPD budget of over ₹30 lakhs annually, institutionalized feedback-driven planning, and strong academic partnerships with Shri Educare Limited, CBSE, and leading EdTech firms. CPD at MRG is deeply embedded in the culture of the school—ensuring its continuity regardless of leadership or external shifts.

Its scalability lies in the modular tiered model, digital platforms, and peer-led training, which can be expanded across departments and campuses. Teachers who grow through the model naturally become trainers, multiplying impact.

Its replicability is evident in its adaptability: schools of varying sizes can adopt components such as micro-teaching, peer mentoring, LMS-based resource sharing, or pedagogy modules independently.

MRG's *Learning Triangle* has redefined CPD—not as a compliance exercise but as a movement of excellence where teachers emerge as innovators, leaders, and changemakers. It is this unwavering pursuit of brilliance that positions MRG as a benchmark for Continuous Professional Development in India.





PM SHRI GMS SMAILPUR SAMBA

Category

Excellence in Continuous Professional Development for Teachers

Name of the Initiative

Enhancing Correct Articulation of Sounds and Words through Technology and Play-Way Approach

Description of the Initiative

Many students at PM Shri GGMS Smailpur face challenges in articulation while speaking English and Hindi due to the strong influence of their mother tongue. This often affects their confidence and fluency in official languages. To address this, I initiated a program using the Rhymetic Approach and Play-way Teaching Method.

Through engaging rhymes, games, and group activities, students were encouraged to practice correct pronunciation and articulation in a joyful and stress-free environment. Technology, combined with interactive teaching-learning materials (TLMs)

available in school and at home, was leveraged to provide models of correct sounds and words. The initiative not only motivated learners but also created a culture of collaborative learning.

Despite challenges such as irregular attendance in the beginning, consistent follow-up, group learning interventions, and dedication helped bring students into the fold. Over time, students became regular, attentive, and enthusiastic participants. The initiative gained recognition when the model prepared with simple TLMs won the 2nd position in the ERA Award.

Impact

- ▶ Significant improvement in students' pronunciation, confidence, and fluency in English and Hindi.
- ▶ Enhanced memory retention through rhymes and group learning.
- ▶ Increased participation and regularity in language classes.

- Students developed a positive attitude towards learning new languages and showed readiness to speak without hesitation.
- The initiative nurtured holistic growth, aligning with the school's vision of making students physically fit, mentally strong, and spiritually awakened for the betterment of the nation.

Sustainability, Scalability & Replicability

Sustainability: The approach does not require heavy financial investment. It is based on creative use of readily available resources and teacher dedication, making it sustainable in the long run. Regular feedback and reflective practices ensure its effective implementation and continuity.

Scalability: The model can easily be scaled to other schools by training language teachers in rhythmic and play-way methods. Since it uses simple TLMs and digital tools, it can be applied across rural as well as urban contexts.

Replicability: The initiative is replicable at all levels, from early childhood (LKG) to upper primary classes, and can be adapted for multiple languages. With minimal cost and maximum creativity, schools across the country can implement it to improve articulation skills of their students.





KOKILABEN DHIRUBHAI AMBANI RELIANCE FOUNDATION SCHOOL JAMNAGAR

Category

Excellence in Digital Transformation and Compliance

Name of the Initiative

E-Tech Excellence

Description of the Initiative

E-Tech Excellence was initiated on March 1, 2020 and completed on March 31, 2025. The initiative recognized the need to evolve into a technologically advanced school excelling in hybrid functioning, seamlessly integrating digital tools to enhance learning, operations, and compliance. Its objective was to position the institution as a pioneer in embracing change, leveraging technology, and equipping students and staff to adapt to evolving times. A phased approach prioritized step-by-step advancement, regular needs assessment, stakeholder engagement, training, capacity building, monitoring, evaluation, agility of planning, collaboration, partnerships, cybersecurity, and data protection.

The initiative was funded through the school's annual budget with allocations of 23% in 2023-24 (-₹1.25 crore for Smart LEDs) and 48% in 2024-25 for laptops, robotics labs, and digital infrastructure. Approximate investment over two years was ₹2-2.5 crore, covering hardware, software licenses, training programs, and cybersecurity systems.

Impact

Students gained access to personalized, engaging, and tech-enabled learning experiences, while teachers received continuous training, certifications, and digital tools to enhance teaching efficiency. Administrators benefited from streamlined operations through ERP systems and analytics, and parents were actively engaged through workshops and collaborative learning programs. Support staff experienced improved workflows and reduced manual tasks with digitized systems, and the wider school community participated in digital literacy and cybersecurity awareness programs, ensuring holistic impact across all stakeholders.

Sustainability, Scalability & Replicability

The initiative enhanced digital literacy and design thinking through platforms like Adobe, Minecraft, Canva, and Padlet, while teachers achieved a high level of digital fluency. Literacy and numeracy skills among students improved, with 100% of classrooms digitally equipped and AI tools integrated into teaching. The school also gained global reach through collaborations and research. Quantitatively, foundational literacy and numeracy were strengthened through Reading Coach and Jolly Phonics, and teacher efficiency improved with tools like Diksha and Freedom. ERP implementation ensured centralized data management and standardized procedures, significantly reducing manual effort, minimizing error rates, and generating cost savings. With 48% of the annual budget invested in digital infrastructure, the initiative delivered measurable returns in efficiency and quality. Stakeholder satisfaction increased, and compliance readiness was strengthened through regular audits.

Sustainability: The initiative ensures sustainability by embedding regular training for staff and students, fostering continuous digital skill development across the institution. Ongoing feedback and audit

mechanisms promote improvement, while strict compliance with evolving data protection laws builds trust and safeguards the system for the long term.

Scalability: Scalability is supported through robust infrastructure that already enables 100% smart classrooms and accommodates an increasing number of students. ERP and analytics tools such as Power BI and MICM Suite provide centralized data and insights, allowing the school to expand without compromising efficiency. In addition, the integration of AI tools like ChatGPT, Copilot, and Claude AI across subjects broadens the initiative's reach and impact.

Replicability: The initiative is highly replicable, with standardized pedagogy and training modules that can be adapted by other schools. Best practices are shared through collaborative platforms, creating opportunities for wider adoption. Furthermore, the school library is being transformed into a hub for innovation and inquiry, offering a model of research-driven learning that other institutions can replicate effectively.





AMITY INTERNATIONAL SCHOOL PUSHP VIHAR

Category

Excellence in Sports

Name of the Initiative

Stride & Study Pathway

Description of the Initiative

The Stride & Study Pathway is an integrated sports-academic model launched in March 2023 to cultivate national-level athletes without compromising scholastic performance. It optimises limited urban campus space via a rotating-ground timetable across nine sports zones (convertible central green, skating rink, court cluster, wellness room, archery strip). A dual-slot coaching rhythm (sunrise conditioning, noon skill blocks) avoids clashes with core subjects. All 1,700 students engage with fortnightly PEC dashboards via the Amity Fitness Report Card (AFRC), enabling data-driven personalised training. Academic safeguards include parallel study halls and online lesson recordings. An AQI contingency protocol shifts drills indoors on high-pollution days.

Community integration through parent “Sport & Study” workshops and alumni mentorship ensures holistic support.

Impact

- ▶ **National medals increased from 4 to 9** (2022–23 vs. 2024–25), and **Delhi-state selections rose from 5 to 11**.
- ▶ **45 medals won** across nine sports (Apr 2024–Jan 2025); **four students shortlisted for 2026 sports-quota university admission**.
- ▶ A new **inclusive sports vertical** was introduced, **engaging Children with Special Needs** in adapted activities like chess, resulting in a **zonal-level gold medal in chess**.
- ▶ **Student participation climbed from 76% to 82%**; average **PEC composite score improved by 13%** (54→61/100); the **athlete-class score gap narrowed** from 4.2% to 2.8%.

- ▶ Sports staff underwent **rigorous Professional Development Programs**, enhancing their coaching skills and ensuring the continuous integration of modern, efficient teaching methodologies.
- ▶ Individual achievements: RSFI Delhi State silver & bronze (Rayansh Sharma); CBSE Central Zone gold & SGFI Nationals call-up (Anishka Vikram); runner-up at 67th National School Games (Saamarth Redhu).
- ▶ **Parent workshop attendance doubled (40→100+)**, halving opt-outs; BMI outliers in Classes VI-VIII reduced by 8%; 88% PE target maintained during severe AQI.
- ▶ The number of students opting for **sunrise conditioning rose from 200 to 553**.

Sustainability, Scalability & Replicability

Sustainability: Financial sustainability is ensured through **voluntary mentorship and coaching assistance from the school’s alumni network**, which complements the work of our sports staff. Furthermore, a portion of the **prize money won by students is reinvested into the program**. Digital lesson archives and peer-tutor study circles ensure academic continuity without extra staffing.

Scalability: The model’s **modular design** allows schools to adopt individual components—rotating-ground schedules, AQI contingency drills, data-driven coaching—based on infrastructure. Future goals include expanding to 15 CBSE schools by 2027 and launching a **peer-mentor training network**.

Replicability: Comprehensive SOPs, rotating-ground templates, and toolkits have been packaged into an **open-source “Stride & Study” blueprint**. Three CBSE schools piloted the full model in 2024–25, with plans to host workshops and a **virtual learning portal** to guide implementation in over 50 partner schools by 2030.





BAL BHARATI PUBLIC SCHOOL NOIDA

Category

Excellence in Sports

Name of the Initiative

Physical Fitness Protocols

Description of the Initiative

Bal Bharati Public School, Noida launched its transformative sports and fitness program, GOALS – Physical Fitness Protocol, in 2019. The initiative was designed to integrate sports into the daily routine of students under the guiding principles of “Catch Them Young” and “One Sport, One Child.” The philosophy of the program rests on the belief that a “Fit Mind resides in a Fit Body.” GOALS provides a structured and inclusive framework that fosters both general physical fitness and specialized training for competitive sports.

The initiative follows an age-appropriate design: Classes I-III build fundamental movement skills through yoga, dance, and indigenous games like

Pitthoo, Langdi Taang, and Tug of War. Classes IV-V add Aqua Yoga, enhancing flexibility and focus. Students of Classes VI-XII progress to structured training in sports such as badminton, table tennis, swimming, athletics, football, and cricket, supported by endurance, agility, and strength training.

Fitness assessments are conducted bi-annually using Khelo India protocols to generate fitness report cards, which are accessible to parents and schools via the Khelo India App and portal. Technology-enabled AI analytics apps such as My Fitness Pal, Healthify Me, and FitBudd also track progress. Scientific training is delivered by certified coaches, with physiotherapists and nutritionists providing professional support. Inclusivity is emphasized by ensuring participation from girls, differently-abled students, and those from diverse economic backgrounds through scholarships and fee waivers.

The program is supported by strong infrastructure including synthetic courts, a 25m swimming pool, indoor arenas for yoga and aerobics, and dedicated facilities for cricket, volleyball, basketball, and

football. With an annual expenditure of ₹20–22 lakhs, GOALS represents not just a program but a cultural shift, aligning with Fit India and Khelo India to balance academics and sports in equal measure.

Impact

GOALS has transformed the school's sporting culture, achieving full student participation across Classes I–XII, with more than 2,500 students assessed annually under the Khelo India protocols. Personalized feedback has improved student fitness outcomes and strengthened parental engagement.

On the competitive front, BBPS Noida's students have consistently excelled. At the district level, they secured 85 medals in 2023–24 and 100 in 2024–25. State-level tournaments saw podium finishes in badminton, table tennis, and yoga. At the national stage, students earned Khelo India scholarships, while at the international stage, Gayatri Rawat clinched gold medals at RSL Lithuanian Future Series & Kaala International Series and reached the quarterfinals at Asian Juniors. Alumni such as Aditi Bhatt and Saarth Mishra have gone on to represent India globally.

The initiative has also changed perceptions, with parents and students recognizing sports as equal to academics. Flexible academic scheduling, remedial support, and inclusive competitions for differently-abled students reinforced this cultural transformation. Testimonials from student-athletes such as Aditi Bhatt, Gayatri Rawat, and others demonstrate the life-changing impact of GOALS, both in terms of confidence and career aspirations. Partnerships with professional academies, media recognition, and awards have further strengthened the institution's profile.

Sustainability, Scalability & Replicability

The GOALS initiative is built on a strong foundation of sustainability, scalability, and replicability. With a financial commitment of ₹20–22 lakhs annually, professional tie-ups, and policy alignment with NEP

2020, Fit India, and Khelo India, the program is future-ready. Parent workshops, alumni mentorship, and annual school events such as the Bal Bharati Olympics ensure long-term community support.

The structured design—from fundamental movement skills in early grades to specialization in higher classes—makes the framework scalable across schools of different sizes. Technology integration through AI-based apps and Fitness Report Cards enables easy monitoring and expansion. Future plans include an Elite Sports Academy (2025–30) with residential coaching, international partnerships, and athlete career counselling.

As the program is aligned with nationally recognized frameworks such as CBSE guidelines and Khelo India protocols, it is easily replicable across schools in India. Even institutions with limited infrastructure can adopt it in phases, beginning with fitness assessments and community partnerships. With its inclusive, outcome-driven, and adaptable design, GOALS is a model for integrating sports and academics, nurturing champions, and instilling lifelong fitness values in every child.





KRISHNA VASUDEV PARAB MEMORIAL GOVT. HIGHER SECONDARY SCHOOL

KHANDOLA MARCELA, GOA

Category

Excellence in Sports

Name of the Initiative

Virtuosity

Description of the Initiative

“Virtuosity” is an initiative designed to identify, nurture, and showcase the diverse talents of students at Krishna Vasudev Parab Memorial Government Higher Secondary School, Khandola.

The program provides a platform for students to excel in academics, arts, sports, and cultural activities by organizing workshops, competitions, and exhibitions. It aims to encourage creativity, innovation, and excellence among learners while fostering confidence and leadership skills.

Through this initiative, students get opportunities to display their unique abilities, gain recognition, and develop holistic personalities. “Virtuosity” truly

reflects the school’s commitment to promoting overall development beyond academics.

Impact

- ▶ The sports initiative at Krishna Vasudev Parab Memorial Government Higher Secondary School, Khandola, has created a positive and long-lasting impact on students’ physical and mental well-being.
- ▶ Regular training and competitions have improved fitness levels, teamwork, and discipline among participants. Students have shown greater interest in sports, resulting in increased participation in inter-school and taluka-level tournaments.
- ▶ The program has also boosted confidence, leadership, and time management skills through peer mentoring and student-led activities.
- ▶ Recognition through Sports Excellence Award will motivate students to strive for excellence. Overall, this initiative has strengthened the school’s sporting culture and inspired holistic development among learners’

Sustainability, Scalability & Replicability

At Krishna Vasudev Parab Memorial Government Higher Secondary School, Khandola, Marcela, we have designed a sports initiative that is sustainable, scalable, and replicable to promote a culture of fitness and excellence among students.

Sustainability is ensured through optimal use of resources and community involvement. Sports equipment is maintained regularly to increase its lifespan, while eco-friendly practices such as minimizing plastic use and maintaining clean grounds are followed. We also build capacity through student leadership programs, where senior players mentor juniors, ensuring continuity without heavy external dependency. Financial sustainability comes from leveraging government schemes, alumni support, and organizing inter-school tournaments to raise awareness and funds.

Scalability focuses on expanding opportunities for more students each year. We plan to introduce multiple sports disciplines, organize annual sports camps, and upgrade facilities with multipurpose courts. Digital tools like fitness apps and video tutorials will help reach a larger student base. Training student coaches ensures the program grows without additional recurring costs. Collaborations with nearby schools and local clubs will further expand participation and competitive exposure.





SCHOOL OF EMINENCE RAMSARA

Category

Excellence in Sports

Name of the Initiative

Building Sports culture in Government school

Description of the Initiative

The “Building a Sports culture in Government school” initiative was implemented from April 1, 2023, to March 31, 2025. 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 2023-24 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.

► Other Quantitative Impacts:

- **Scholarships/Admissions:** 3 students gained admission to higher education institutions through sports excellence.
- **Student Participation:** The percentage of students participating in regular sports activities increased from 45% in 2023-24 to 65% in 2024-25.
- **Internal Events:** The school conducted 4 internal sports events in 2024-25: Athletic Meet, Handball Tournament, Volleyball Tournament, and Chess Competitions.
- **Coach to Student Ratio:** The ratio improved from 1:50 in 2023-24 to 1:30 in 2024-25.

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.





GD GOENKA PUBLIC SCHOOL LUCKNOW

Category

Excellence in Visual and Performing Arts

Name of the Initiative

School Carnival (Le Joie De Vivre)

Description of the Initiative

In December 2024, the school organized a vibrant and multifaceted **Carnival- Le Joie De Vivre** that combined learning, creativity, and fun. The event served as a grand platform for students to showcase their academic knowledge and co-curricular talents through a series of **exhibits, performances, and sports activities**. A key highlight of the carnival was the **integration of performing arts with academic subjects**, allowing students to present complex topics in an engaging and innovative manner. Performances included dramatizations, musical renditions, and dances inspired by literature, history, and science themes. These artistic interpretations reflected the depth of students' understanding and their ability to

express it creatively. The **exhibition section featured models and demonstrations** from core academic subjects such as science, mathematics, and social studies. Students displayed working models, posters, and interactive setups that illustrated key concepts, innovations, and practical applications. One of the most striking attractions was the **drone show**, where students demonstrated their skills in design thinking, coding, and aerodynamics. This segment not only captured the audience's attention but also underlined the school's emphasis on future-ready skills and STEAM (Science, Technology, Engineering, Arts, Mathematics) education.

Impact

The school carnival had a profound and positive impact on the students, enriching their academic and personal development. It provided a dynamic platform where students could apply classroom knowledge in creative, real-world contexts, enhancing their understanding of various subjects. The integration of arts with academics fostered

interdisciplinary learning, encouraging students to think critically and creatively. Presenting models and performing in front of an audience boosted their **confidence, communication skills, and teamwork**. Students engaged in the drone show honed their **technical and problem-solving abilities**, aligning with 21st-century skill development. Additionally, the event nurtured a sense of responsibility and leadership, as students took charge of planning, coordination, and execution of various activities. It promoted collaboration among peers and instilled time management and organizational skills. Overall, the carnival proved to be an **immersive learning experience** that extended beyond textbooks, making learning enjoyable and meaningful. It reinforced the importance of innovation, collaboration, and practical application, leaving a lasting impact on students' academic journey and personal growth.

Sustainability, Scalability & Replicability

Our school is committed to deepening and expanding creative arts education by embedding it more purposefully into our academic framework. We have already taken significant steps by introducing skill-based subjects such as **Painting, Hindustani Music, Commercial Arts, Mass Media and Fashion Designing** as part of the curriculum. To build on this foundation, we plan to organize a series of **workshops and training sessions** led by professionals from the fields of **theatre, dance, and music**. These workshops will not only expose students to real-world expertise but also help **teachers learn how to incorporate performing arts into subject teaching**, promoting a rich, cross-disciplinary approach. We aim to work closely with these professionals to **co-develop modules** that align with both academic goals and creative expression. By including art forms in regular lesson plans—through storytelling, movement, rhythm, and role-play—we hope to foster a deeper understanding of concepts through **learning by doing** and **inferential thinking**. Furthermore, we will encourage student-led clubs, peer-led art sessions, and public performances to ensure sustained engagement. These initiatives, combined

with strategic **curriculum design and community involvement**, will help us preserve, promote, and evolve a vibrant culture of creative arts within our school.

At G D Goenka Public School, Visual and Performing Arts are seamlessly integrated with academics through **inferential learning, flip teaching, peer teaching, and learning by doing**. Students creatively express core concepts through theatre, dance, music, and visual storytelling—turning classrooms into stages for **collaborative learning exercises**. We offer structured programs in fine arts, music, drama, and digital media, guided by trained mentors and supported by dedicated infrastructure like AV studios, a black box theatre, and art labs. Students consistently win acclaim at state and national platforms. Beyond traditional arts, we foster 21st-century skills through **student-run podcasts, interviews with renowned personalities** from diverse fields, and **subject-specific career seminars** led by successful professionals. These initiatives build confidence, exposure, and purpose, enriching both creative and career-oriented learning. Our school encourages innovation, inclusivity, and self-expression—exemplified in events like our drone show, where design thinking and artistic flair merged seamlessly. Every child is given the platform to explore, express, and excel. We believe that arts education isn't just about performance—it's about preparing thoughtful, articulate, and future-ready individuals.







PM SHRI BASIC SCHOOL KHUSHALGANJ, LUCKNOW

Category

Excellence in Visual and Performing Arts

Name of the Initiative

KalaVriksha: Rooted in Heritage, Growing Through Art

Description of the Initiative

The KalaVriksha initiative integrates arts into the core learning ecosystem by embedding heritage and creativity into school education. Students engaged in research on folk arts such as Madhubani, Warli, and Gond, while creating artworks under the guidance of local artisans and teachers. Arts were linked with STEAM subjects: Social Studies (historical narratives), Mathematics (patterns and geometry), Science (eco-friendly materials and natural dyes), and Technology (digital documentation and virtual galleries). Exhibitions, reflective journals, and community showcases allowed students to express themselves, connect with their roots, and strengthen identity. The initiative was supported through school

budgets, NGO partnerships, and use of eco-friendly materials to ensure cost-effectiveness. Challenges included budget constraints, scheduling conflicts, and initial resistance from parents, but the program overcame these through awareness efforts and inclusive approaches.

Impact

The initiative significantly enhanced student participation, with engagement rising from 40% to 45% within two years and over 85% of students actively involved in the Heritage Through Art project. External competition participation rose from 20 to 62 students, while awards and recognitions doubled from 5 to 10. Student-led initiatives also grew from 9 to 12. The initiative was implemented across Classes 6–8, integrated with STEAM subjects, and included six dedicated creative periods per week. Community showcases, exhibitions, and collaborations with NGOs and local artists expanded reach and authenticity, while fostering creativity, skill development, and confidence in students.

Sustainability, Scalability & Replicability

Sustainability: The initiative's sustainability is ensured through budget allocations of 8-9% annually for arts programs, training teachers, and use of eco-friendly, cost-effective materials.

Scalability is demonstrated by its integration into core school timetables, linking with STEAM subjects, and embedding arts into mainstream curricula, making it adaptable to more schools. Replicability is achieved through partnerships with local artists, NGOs, and cultural bodies, which provide authentic exposure and mentorship. The model's use of sustainable practices and student-led initiatives makes it a cost-effective, community-rooted program that other schools can easily adopt and implement.

Replicability: The model is cost-effective, relying on low-cost materials and local collaborations, which makes it suitable for adoption by other government schools. Its easy integration with existing subjects ensures adaptability across different contexts. Documented processes, including lesson plans, activity models, and student journals, provide a clear guide for replication. This initiative can be effectively replicated in both rural and urban schools to promote cultural heritage through arts education.





PM SHRI BASIC SCHOOL RUSAINA, LUCKNOW

Category

Excellence in Visual and Performing Arts

Name of the Initiative

Empowering Students Through Creative Expression

Description of the Initiative

The initiative, launched on 26 July 2023, focused on empowering students through structured programs in visual and performing arts. It was designed to address gaps in traditional academic frameworks that often overlook creative potential. The initiative integrated arts into school activities, organized district-level competitions, exhibitions, and workshops, provided mentorship and scholarship pathways for talented students, and trained teachers to incorporate creative expression into pedagogy. It especially emphasized rural and semi-urban schools where resources and exposure were limited. By positioning arts as a developmental pathway, the initiative enabled students to tell their stories through visual art, drama, and music, fostering identity,

resilience, and emotional well-being. Schools were transformed into cultural hubs where classrooms became galleries, stages, and studios, reducing costs and deepening community engagement.

Impact

The initiative achieved a holistic impact beyond academics, nurturing emotional intelligence, creativity, and self-expression. Participation rates rose by over 42% in targeted schools, with measurable improvements in student confidence, collaboration, and attendance. Over 65% of participating students demonstrated significant improvement in creativity, communication, and emotional expression. Recognition and visibility grew as students from 18 schools won district-level awards, while 7 were shortlisted for state-level scholarships. Teachers were empowered to integrate creative expression into classrooms, improving rapport and engagement. Community exhibitions and over 30 showcases turned schools into cultural hubs, with more than 120 students directly impacted. Weekly creative sessions, teacher training modules, and mentorship programs ensured continuity and growth.

Sustainability, Scalability & Replicability

Sustainability was ensured through teacher capacity building, with modular training programs, a resource toolkit, and peer-led teacher support networks. Student-led clubs such as Art & Cultural Act Clubs and student ambassador roles promoted ownership and continuity beyond formal interventions.

Scalability was evident as the initiative expanded across 8 schools in Lucknow and nearby areas, engaging over 32 educators, 8 local artists, and community leaders.

Replicability was demonstrated through community integration, partnerships with local artists, NGOs, and cultural institutions, and annual community exhibitions and performances that fostered pride and ownership. The model created a self-sustaining ecosystem where arts and culture became integral to school identity and student development.





SUCHITRA ACADEMY

HYDERABAD

Category

Excellence in Visual and Performing Arts

Name of the Initiative

Biscope – Experiential Arts Learning Program

Description of the Initiative

Biscope is Suchitra Academy's flagship Visual and Performing Arts (VA & PA) initiative designed to provide a fully immersive, experiential, and inclusive arts education. The program spans multiple disciplines, including music, dance, theatre, and visual arts, with over 16 sub-disciplines, ensuring all students participate regardless of prior experience. Biscope integrates performance, creativity, and collaboration across the curriculum, encouraging students to explore and express their individuality while developing technical proficiency and artistic sensitivity. Over the past year, 2,173 students engaged in structured arts programs with creative initiatives, and participation in district, national, and international competitions increased significantly.

The initiative emphasizes innovation, digital integration, and cross-disciplinary fusion, fostering creativity, self-expression, critical thinking, and confidence. Regular teacher training, collaborative projects, and performances provide students with authentic platforms to showcase their learning and creativity.

Impact

Biscope has transformed the school's arts landscape by promoting universal engagement and high-level achievement. Student participation in artistic disciplines remains at 100%, with notable growth in competitive achievements. The program nurtures technical skills, expressive ability, and creative thinking, while also fostering collaboration, leadership, and cultural awareness. Annual performances and exhibitions ensure students experience real-world artistic expression and audience engagement. Furthermore, the initiative strengthens the school's identity as a center of excellence in holistic arts education, reinforcing student confidence and institutional reputation.

Sustainability, Scalability & Replicability

Sustainability: The school has institutionalized Biscope as an ongoing, school-wide program that is integrated into the curriculum across all grades. To ensure long-term continuity, the school allocates a dedicated budget for Visual Arts (VA) and Performing Arts (PA), reinforcing its commitment to the arts. In addition, teachers undergo continuous training in innovative arts pedagogy and digital tools, which helps maintain high-quality learning experiences for students.

Scalability: The initiative is designed for growth by expanding the number of arts-integrated events and interdisciplinary projects, thereby involving a larger pool of students across grades. Digital platforms and mixed-art projects are being leveraged to connect with wider audiences while offering students more opportunities for collaboration. Furthermore, regional workshops and masterclasses are being introduced to train both students and teachers in advanced practices of VA and PA.

Replicability: To enable replication, the school is developing detailed toolkits that include lesson plans, project guidelines, performance frameworks, and best practices. The initiative is also being documented through case studies, student portfolios, and innovative project models that highlight its effectiveness. Standardized training modules are being designed for both educators and students, making it possible to adapt the program in diverse educational contexts.





FOUNTAINHEAD SCHOOL SURAT

Category

Excellence in Global Impact Leadership

Name of the Initiative

The Fountainhead Education Model: Localizing and Exporting Global Best Practices

Description of the Initiative

Fountainhead School began with an aspiration: to prove that world-class education need not be limited to metropolitan cities. Through the *Fountainhead Education Model*, we have adapted global best practices — such as project-based learning, experiential pedagogies, and student voice — to the Indian context of large class sizes, limited resources, and academic pressures.

Our initiatives span cross-border collaborations, such as TED-Ed talks with Turkey, World Religions projects with Norway, and Partition dialogues with Pakistan, as well as domestic exchanges with schools in Goa, Noida, and Tamil Nadu. These are immersive,

inquiry-driven partnerships, not token visits.

We have also created platforms for student leadership including a Student TEDx, Kids Education Revolution participation, and projects funded by the IB Global Youth Action Fund such as *Earth 911*. These student-led initiatives address sustainability, inclusion, and social entrepreneurship.

Beyond our school, we have contributed to India's educational ecosystem by presenting at IB Global Conferences, IB Manthan and PAN India Coordinators Meets, and through our homegrown Colloquium webinars. By sharing both successes and challenges, we have influenced numerous schools across India to adopt progressive pedagogies.

Impact

► **Student Learning:** Over 200 students have engaged in global exchanges, building intercultural understanding, empathy, and critical thinking. Three student teams have been recognized globally by the IB Youth Action Fund, including securing a \$2800 grant for *Earth 911*.

- ▶ **Leadership Development:** Initiatives like peer-led mental health circles, thalassemia awareness drives, and inclusive social enterprises demonstrate sustained youth leadership beyond the classroom.
- ▶ **Global Recognition:** Fountainhead educators are regularly invited to international forums, positioning the school as a thought leader. Our practices are now referenced and adapted by peer schools across India.
- ▶ **Curriculum Alignment:** 100% of our curriculum is aligned with global standards while rooted in local realities, ensuring that global learning remains accessible and relevant.

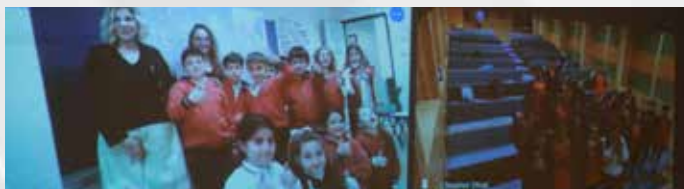
Sustainability, Scalability & Replicability

Sustainability: We empower teachers as continuous learners and sharers, ensuring initiatives are not personality-driven but system-embedded. Student leadership ensures projects evolve and remain relevant.

Scalability: Our Outreach Program trains and mentors other schools in project-based learning, experiential pedagogies, and holistic assessments, creating multiplier effects across India.

Replicability: By adapting global practices to the Indian context, we have created models that any school — regardless of geography or resources — can adopt. For example, starting with domestic exchanges before international ones is a replicable, cost-effective pathway for schools nationwide.

Fountainhead School is not a finished model, but a living lab of learning — where global impact is cultivated, sustained, and shared with the larger education ecosystem.





GOVERNMENT SENIOR SECONDARY SCHOOL BOOJ

Category

Excellence in global impact leadership

Name of the Initiative

Virtual Cultural Exchange Program

Description of the Initiative

In alignment with NEP, to foster the life skills development among the children, we had a discussion with few government schools from Assam and initiated virtual webinar sessions with the students to gain further knowledge on different cultures. These program leverage digital platforms to create collaborative learning experiences, promoting empathy, cultural competence and awareness without need for physical travel. Also, this created an accessible way to connect with peers nationally, fostering intercultural understanding and communication skills. A virtual cultural exchange program for students is a digital initiative connecting with them peers from other parts of the nation

to promote intercultural competence through collaborations, shared projects and discussions

Impact

This initiative particularly impacted the development of communication, digital literacy skills and students' ability to collaborate and learn using online tools and it provided outreach to the maximum number of students. Students are now taking initiatives on their own and leading in various events/activities, and they are also holding various leadership positions. 50% girls are holding positions such as; class monitor, youth club, Eco club members and house leader.

Sustainability, Scalability & Replicability

We experienced numerous impact on the children and to continue this initiative, we are organizing webinar sessions with other students from various schools in different parts of Assam to gain a better understanding of cultural aspects, and adopt new practices. As per the state guideline, we primarily conduct these programs on Saturdays under the

“No bag day” activities category, where students are free from their regular academic periods and can focus on co-scholastic activities. 400 Students in this school to replicate this activity, it is now also being carried out for primary grades to foster the development of their life skills





AMITY INTERNATIONAL SCHOOL SAKET

Category

Excellence in Reviving Indian Knowledge Systems

Name of the Initiative

Reviving Indian Knowledge Systems Through Study of Heritage and Culture of Indian States

Description of the Initiative

Blending modernity with tradition, the curriculum aims at integrating India's rich knowledge heritage including Gurukul pedagogy, indigenous sciences, and traditional art woven into the enriching fabric of the school. This ensures carving out legions of global young learners infused with holistic learning and sanskaars, elevating them to the level of global citizenry.

Initiatives include orientation sessions for teachers and parents, and training through various workshops and seminars; highlighting the scientific basis and relevance of indigenous knowledge; school annual day highlighting the Indian knowledge system,

culture, and values; balancing the integration of Indian knowledge with existing curriculum requirements and standards; ensuring teachers are equipped to teach Indian knowledge effectively, especially if they are not familiar with the content; deciding how to assess and evaluate students' understanding and appreciation of Indian knowledge.

The objectives are to preserve and promote Indian cultural heritage, traditions, and values among students in a globalized world; to provide students with a holistic education that includes cultural, historical, and philosophical aspects of Indian knowledge alongside modern academic subjects; to enhance cultural identity by helping students connect with their roots and develop a strong sense of identity; to foster an appreciation for the diversity of Indian culture and its contributions to global knowledge systems; to show the relevance of Indian knowledge systems in today's world by bridging traditional wisdom with contemporary issues; and to attempt to understand all that makes the Indian civilization, interpreting past traditions for the use of future generations.

Impact

The initiative has led to enhanced understanding of history, art, literature, and social sciences, along with increased interest in heritage-related project-based learning. It has built interdisciplinary links (e.g., math in temple architecture, science in Ayurveda, environment in traditional practices) and encouraged critical and analytical thinking beyond rote learning. Students have developed respect towards Indian tradition and culture, reviving nationalism and pride in heritage and knowledge systems.

School annual days always center on the nation's rich tradition and heritage, witnessed by a huge assemblage of 4000 parents who acknowledge and applaud the endeavor to ignite the glowing spark that illuminates the pages of heritage and culture. There has been a rise in participation in heritage club activities like walks, exhibitions, conservation drives, traditional art, and music. Interest in social science subjects has also increased, making them more relatable.

► Indicators:

- **Scores in Humanities Subjects:** Before 70% → After 80% (+10%)
- **Participation in Club Activities:** Before 25% → After 75% (+50%)
- **Awareness About Historical Monuments:** Before 30% → After 50% (+20%)
- **Students Volunteering in Heritage Projects:** Before not specified → After 100% (+100%)

There is also an increase in the number of students demonstrating critical thinking and analysis in heritage-linked projects, showing growth in values like respect for diversity, empathy, and appreciation of traditions.

► Quantitative Impact of the Heritage Curriculum on Students

► Quantitative Impact of the Heritage Curriculum on Teachers:

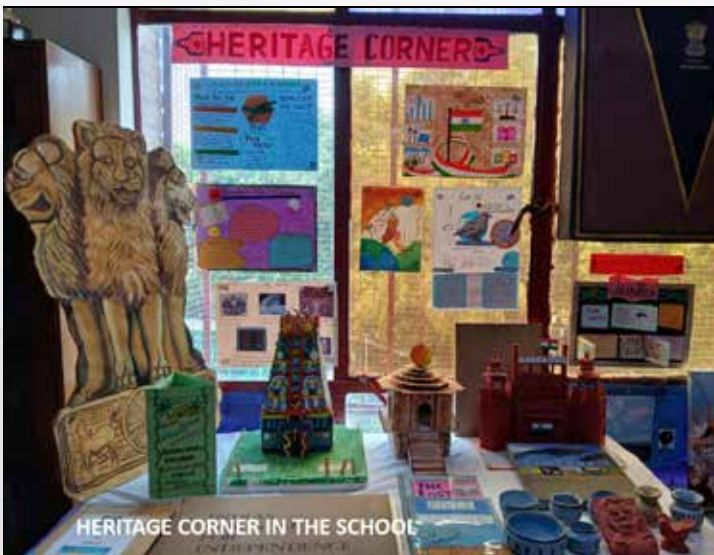
- **Teachers Trained in IKS Pedagogy:** Before 25% → After 100% (+75%)
- **Use of Digital Tools in Teaching Heritage:** Before 25% → After 100% (+50%)

Sustainability, Scalability & Replicability

The school has embedded the heritage module in existing subjects (languages, social sciences), developed age-appropriate curriculum aligned with NEP 2020 guidelines, and conducts regular training, workshops, and exposure visits for teachers to strengthen pedagogy. A teacher resource pool has been created to mentor others, alongside building a repository of digital and print resources.

The school collaborates with local experts, museums, universities, and cultural institutions for authentic resource development. A dedicated “IKS Innovation Lab” is being established for students to explore traditional practices through modern technology. The school also aims to publish an e-journal featuring students' reflections and research on heritage-based learning. Traditional artisans and knowledge keepers will be regularly invited for hybrid sessions—online and offline—with sessions recorded and uploaded to a digital heritage repository for long-term access.

By blending digital innovation with grassroots wisdom, the initiative aims to create a sustainable ecosystem where ancient traditions are preserved, reimagined, and celebrated. Innovation using design thinking is applied to develop problem-based learning modules rooted in traditional knowledge yet focused on current global challenges.





BDS INTERNATIONAL SCHOOL MEERUT

Category

Excellence in Reviving Indian Knowledge Systems

Name of the Initiative

Reviving Indian Knowledge System through Geeta Studies, Moral Values, and Cultural Heritage Integration

Description of the Initiative

BDS International School has undertaken an innovative initiative to revive India's timeless knowledge system by integrating Geeta-based teachings, moral values, and cultural heritage into the modern school curriculum. This effort bridges the gap between ancient wisdom and contemporary education through shloka recitations, storytelling, cultural celebrations, and value-based discussions.

To ensure relevance, the initiative also incorporates digital tools and sustainable practices, making traditional wisdom more accessible and engaging for today's learners. A key illustration is the story of

two students, Arjun and Rahul: Arjun, inspired by the Geeta's principle of nishkam karma (selfless action), balanced studies, sports, and responsibilities with calmness. Rahul, equally talented but focused only on competition and grades, often felt anxious, stressed, and isolated. This contrast highlights the transformative power of value-based learning, shaping students into holistic, confident, and resilient individuals. The initiative emphasizes that effort over outcomes builds resilience and balance, showing that true success lies not only in grades, but in living a balanced, meaningful life.

Impact

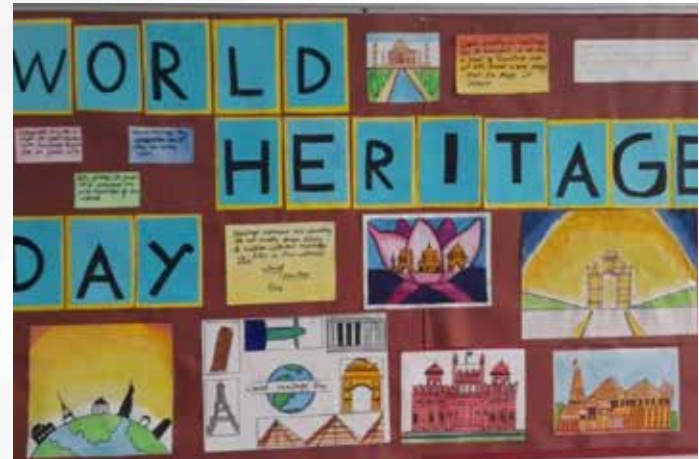
Students show improved emotional resilience, empathy, and ethical decision-making. Teachers report greater classroom harmony and reduced stress levels. Parents notice positive behavioral changes, including respect, discipline, and balanced living. The initiative fosters not just academic success, but also holistic personality development.

Sustainability, Scalability & Replicability

Sustainability is ensured by using existing resources—teachers, assemblies, cultural events, and digital platforms—requiring no extra financial burden.

Scalability is possible with minimal teacher training, making the model adaptable to different schools and regions.

Replicability is supported by digital content and activity toolkits, ensuring flexibility while maintaining core values.





MC PRIMARY BOYS SCHOOL NANGLOI

Category

Excellence in Sustainable Water Management and Sanitation

Name of the Initiative

Every Drop Counts – Promoting Water Conservation and Access to Clean Drinking Water

Description of the Initiative

To support SDG 6 – Clean Water and Sanitation, our school launched the “Every Drop Counts” initiative focused on water conservation and providing clean drinking water to all students. A rainwater harvesting system was installed

to collect and reuse rainwater for non-potable purposes like gardening and cleaning. Additionally, UV and RO water purifiers were placed at campus to ensure safe drinking water.

To encourage responsible usage, student-led awareness campaigns, including poster-making,

role plays, and quizzes were conducted. A unique approach was the introduction of “Water Monitors” in each class, empowering students to lead water-saving efforts and monitor wastage.

We partnered with a local NGO specializing in WASH (Water, Sanitation, and Hygiene) to conduct hygiene workshops and support technical setup. Teachers were also oriented through capacity-building sessions on sustainable water practices.

This integrated model of infrastructure, awareness and student leadership helped reduce water consumption by 30% and ensured 100% access to safe drinking water on campus. The initiative continues to be scaled up with plans for greywater recycling and community engagement.

Impact

The “Every Drop Counts” initiative has brought measurable benefits to students, staff and the broader community. Over an average of 800 students and 29 staff members now have daily access to

clean and safe drinking water, significantly reducing cases of waterborne illness and absenteeism, especially during summer months. A 30% reduction in overall water usage was recorded within the first six months, thanks to rainwater harvesting and increased awareness.

The initiative empowered students through roles like “Water Monitors,” instilling leadership, responsibility, and a deep understanding of water conservation. Teachers reported improved hygiene practices among students, and cleanliness around water stations noticeably increased.

The broader community was engaged through awareness drives and hygiene workshops, reaching over 150 local residents. Parents appreciated the initiative and began adopting water-saving practices at home.

The local government supported the initiative by facilitating the installation of the rainwater harvesting system. Additionally, a local NGO partnered with the school to support WASH (Water, Sanitation and Hygiene) sessions for students and staff.

This collaborative model has made the school a local example of sustainable water management.

Sustainability, Scalability & Replicability

To ensure long-term impact, our school has developed a clear plan to sustain and expand the SDG 6 initiative over the next two years.

- The water conservation and clean drinking water program will be integrated into the school development plan and curriculum, ensuring continuity regardless of staff changes.
- Engage more school alumni to strengthen the programme’s effectiveness and leverage their technical expertise.
- We also plan to introduce a student-led structured Water Audit System to track and report monthly consumption and savings.
- The school will continue its partnership with local

likeminded NGOs and government departments to access training, materials and possible funding. Community engagement will be strengthened through quarterly awareness drives and parent meetings.

- By embedding sustainability in school systems and encouraging student leadership, we aim to create a replicable, low-cost model that benefits both the school and the wider community.





ST. MARK'S WORLD SCHOOL MEERA BAGH, NEW DELHI

Category

Excellence in Executing Sustainable Development Goals (Climate Action)

Name of the Initiative

Eco-Innovators: Recycling Menstrual Waste for a Greener Future

Description of the Initiative

To tackle the pressing issue of menstrual waste, the school has adopted Padcare's recycling technology, which scientifically processes sanitary waste into reusable material. Six Padcare bins have been installed on campus to ensure safe, hygienic, and environmentally responsible collection. This initiative, strengthened by student-led research on carbon footprints of traditional disposal methods versus recycling, combines scientific thinking with social awareness. It also helps normalize open dialogue about menstruation, encouraging students to break social taboos while promoting sustainable practices.

Impact

- ▶ Significant reduction in carbon footprint by diverting menstrual waste from landfills.
- ▶ Improved safety, hygiene, and dignity for housekeeping staff by eliminating the need for manual handling of sanitary waste. Safe and hygienic waste collection through six Padcare recycling bins installed on campus.
- ▶ Breaking social taboos around menstruation by fostering open discussions and awareness programs.
- ▶ Empowered students with leadership, research, and problem-solving skills.
- ▶ Recognition at inter-school platforms for sustainability and innovation.

Sustainability, Scalability & Replicability

Sustainability: Padcare recycling is now a permanent feature of the school's waste management system, ensuring long-term impact.

Scalability: The initiative can be expanded by installing more bins and increasing outreach programs across wider communities.

Replicability: The model can be easily implemented in other branches of our school and in institutions across the country, requiring minimal infrastructure while delivering measurable environmental and social benefits.

padcare

Certificate of Recycling

PadCare Labs is delighted to recognize **St. Marks World School** for their outstanding commitment to recycling sanitary pads, thereby making a significant environmental contribution. From the meticulous collection process to the adherence to CPCB norms, every step ensures the safe transformation of these materials into wood pulp and plastic at PadCare's state-of-the-art recycling center.

This initiative not only showcases their dedication to sustainability but also highlights their concern for women's safety on their premises.

We extend our heartfelt congratulations to St. Marks World School for exemplifying Corporate Environmental Responsibility. Together, we have taken a significant stride towards building a more sustainable future.

Validity: Fiscal Year 2024-2025

Certificate Issued to:
 St. Marks World School, 8 Block,
 Nishi - Henna Bagh Rd, Block E,
 Henna Bagh, Paschim Vihar,
 New Delhi
 110067 Delhi
 India

PadCare Labs Pvt. Ltd.

Certificate #PC/Recycling/PC_RC_24-25_0156
This paper is crafted from recycled sanitary pads sourced from your facility.
 For further information, please reach out to us at 9022822458

padcare

Impact Report
 Aug'24-July 25
 St. Marks World School

Presenting your journey of saving the world from sanitary waste with PadCare.

904
 pads collected from the padcare bins in your lavatories

22.60
 kg material processed at padcare recycling station

452
 Litres landfill area saved by redirecting the waste to make paper from its recycled output

48
 kg carbon equivalents conserved

www.padcarelabs.com | 9022822458



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, 85,000 teachers and 1.5M 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. A nongovernment, not-for-profit organisation, FICCI is the voice of India's business and industry. From influencing policy to encouraging debate, engaging with policy makers and civil society, FICCI articulates the views and concerns of industry. It serves its members from the Indian private and public corporate sectors and multinational companies, drawing its strength from diverse regional chambers of commerce and industry across states, reaching out to over 2,50,000 companies. FICCI provides a platform for networking and consensus building within and across sectors and is the first port of call for Indian industry, policy makers and the international business community.

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