G. D. GOENKA INTERNATIONAL SCHOOL, SURAT
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QUALITY PLANNING REPORT

Internal Quality Assurance Cell (IQAC) Worklist

1. *Quality Planning*

Introduction

At G.D. Goenka International School, Surat, our Quality Planning process is rooted in the belief that **every child deserves a joyful, safe, and inspiring place to learn**, and that excellence is achieved not through one-time efforts but through sustained, thoughtful improvements.
The IQAC team acts as the school's guiding compass—ensuring that all academic and operational processes align with our shared vision and the expectations laid down by NABET.

This report outlines the school's work in the three major areas of Quality Planning:

1. Drafting and updating the Vision, Mission & Quality Policy.
2. Preparing the Annual Quality Improvement Plan (QIP).
3. Aligning school goals with NABET standards.

1.1 Draft and Update of Vision, Mission & Quality Policy

During the academic year, the IQAC engaged in a reflective, collaborative process to refine the school's Vision, Mission, and Quality Policy so they resonate authentically with our school community in Surat.

1.1.1 Process Followed

(i) Conducted brainstorming sessions with teachers, students, and parents to understand what "quality education" means to them.

(ii) Held leadership meetings to discuss emerging global trends, local needs, and aspirations of our learners.

(iii) Organised a student voice workshop where learners expressed what kind of school they dream of.

(iv) Reviewed existing policies to ensure alignment with NEP 2020 and NABET requirements.

1.1.2 Revised Vision (Future-Focused)

To nurture confident, compassionate, and future-ready global citizens who learn with joy, grow with purpose, and lead with empathy.

1.1.3 Revised Mission (Action-Driven)

Our mission is to:

(i) Create learning spaces where curiosity is encouraged and every child feels valued.
(ii) Promote academic excellence through innovative, experiential, and inclusive teaching practices.
(iii) Build a caring school culture rooted in respect, emotional well-being, and collaborative relationships.
(iv) Empower teachers through consistent professional development and reflective   practices.
(v) Strengthen partnerships with parents and the community to enrich the learning ecosystem.

1.1.4 Updated Quality Policy

We are committed to providing a **safe, nurturing, and stimulating environment** where every child can discover their strengths.
Through continuous improvement, transparent processes, research-based teaching, and stakeholder engagement, we strive to uphold the highest standards of educational quality in alignment with NABET norms.

1.2 Preparation of the Annual Quality Improvement Plan (QIP)

The QIP for the academic session was designed as a **living document**—practical, measurable, and rooted in the real needs of students and teachers. IQAC adopted a compassionate and collaborative approach to ensure that the plan fosters growth without overwhelming teams.

1.2.1 Key Steps in QIP Preparation

(i) Analysed feedback from students, teachers, parents, and support staff.
(ii) Reviewed academic performance, discipline trends, safety audits, and school climate reports.
(iii) Identified priority areas where improvement would create the most meaningful impact.
(iv) Drafted goals with clear timelines, responsibilities, and success indicators.
(v) Shared the QIP with stakeholders for suggestions and final amendments.

1.2.3 Highlights of QIP Initiatives

1.2.3.1 Academic Excellence:

(I) Strengthening competency-based teaching and assessments.
(ii) Enhancing remedial and enrichment programs.

1.2.3.2 Teacher Development:

(i) Comprehensive TPD calendar with CBSE, NABET, ICT, and pedagogy workshops.
(ii) Encouragement of teacher research and classroom innovation.

1.2.3.3 Student Well-Being:

(i) Mindfulness & SEL sessions.
(ii) Stronger counselling interventions.

1.2.3.4 Safety & Compliance:

(i) Regular POCSO workshops.
(ii) Fire and emergency mock drills.
(iii) Periodic review of safety infrastructure.

1.2.3.5 Technology & Innovation:

(i) Digital classrooms.
(ii) AI-integrated learning tools.
(iii) STEM & robotics expansion.

1.2.3.6 Community Engagement:

(i) Parent capacity-building workshops.
(ii) Student service-learning projects.

1.3 Alignment of School Goals with NABET Standards

To ensure that quality is not just practised but embedded into the DNA of the school, IQAC mapped all goals and processes with the NABET Quality Standards.

1.3.1 Approach to Alignment

(i) Reviewed all NABET domains, including academic processes, administration, safety, stakeholder satisfaction, and continuous improvement.
(ii) Conducted a gap analysis to identify areas requiring strengthening.
(iii) Updated policies, SOPs, and documentation formats as per NABET expectations.
(iv) Trained staff on evidence collection and quality assurance processes.

1.3.2 Key Areas Strengthened

(i) Detailed academic audit system with observations and feedback loops.
(ii) Robust stakeholder feedback and satisfaction index.
(iii) Transparent assessment processes aligned with Bloom's taxonomy.

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(iv) Comprehensive record management and evidence documentation.
(v) Use of data-driven decision-making through IQAC dashboards.
(vi) Strengthened safety protocols, legal compliance, and infrastructure checks.

1.3.3 Humanised Impact

(i) Teachers reported feeling more supported and clear about expectations.
(ii) Students experienced richer, more engaging learning experiences.
(iii) Parents felt more connected and heard through regular feedback mechanisms.
(iv) Staff developed a sense of shared ownership in school improvement.

2. *Monitoring of Teaching Learning.*

Introduction

At G.D. Goenka International School, Surat, teaching and learning are not just academic processes — they are human experiences shaped by care, curiosity, and connection. Our monitoring system is designed to ensure that every classroom remains a safe, inspiring, and engaging space where children learn with joy and purpose.

2.1 Academic Audits: Supporting Teachers, Enriching Classrooms

Our academic audits are conducted not as inspections, but as collaborative reflections that empower teachers.

2.1.1 Lesson Plan Review

Teachers submit lesson plans aligned with learning outcomes, NEP 2020 competencies, and school curriculum goals.

Coordinators review these plans to ensure clarity, child-centred pedagogy, and differentiated strategies.

Feedback is shared in a constructive, appreciative manner, focusing on improving student engagement and conceptual understanding.

2.1.2 Classroom Observations

Classroom observations are conducted throughout the year with the intention to:
(i) Celebrate teaching strengths.
(ii) Offer meaningful suggestions.
(iii) Identify learning styles and student needs.

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Observers focus on:
(i) Teacher-student interaction quality.
(ii) Use of teaching aids and technology.
(iii) Classroom climate — warmth, inclusivity, and participation.
(iv) Opportunities for creativity, inquiry, and critical thinking.

After each observation, a friendly reflection meeting is held to discuss:
(i) What went well.
(ii) Where support is needed.
(iii) How the learning experience can become even more enriching.

This has helped build a culture of trust, continuous growth, and professional dialogue.

2.2 Ensuring Learning Outcomes for Every Grade

We believe that every child learns differently, but every child can succeed with the right guidance.

2.2.1 Grade-Wise Outcome Mapping

Learning outcomes for each subject and grade are:

(i) Clearly defined
(ii) Communicated to teachers
(iii) Integrated into lesson planning, teaching strategies, and assessments

2.2.2 Monitoring Mechanisms

To ensure outcomes are achieved, we use:

(i) Periodic formative assessments
(ii) Classroom tasks (projects, portfolios, discussions)
(iii) Student reflections and exit slips
(iv) Term-end performance reviews

Coordinators regularly meet teachers to discuss class-wise progress and ensure no learner is left behind.

2.2.3 Cross-Department Collaboration

Subject coordinators and HODs meet monthly to:
(i) Share challenges
(ii) Celebrate best practices
(iii) Align strategies across subjects for holistic development

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This collaborative approach has led to a visible rise in student engagement and conceptual clarity.

2.2.4 Tracking Student Performance and Remedial Planning

Monitoring student performance is a compassionate process aimed at helping children grow, not comparing them.

2.3 Performance Tracking

We maintain a comprehensive performance record for each learner, focusing on:

(i) Academic scores
(ii) Class participation
(iii) Homework completion
(iv) Emotional and social growth
(v) Strengths and areas of development
Teachers use this data to create learner profiles that guide their instructional decisions.

2.3.1 Early Identification of Learning Needs

Through regular assessments and teacher observations, students needing support are identified early. This ensures timely and effective intervention.

2.3.2 Remedial and Enrichment Programs

2.3.2.1 Based on need analysis:

(i) Remedial classes are conducted for foundational skills in languages, mathematics, and science.
(ii) Enrichment activities are offered to students who show advanced understanding.
(iii) Individual learning plans (ILPs) are created for students needing focused support.

2.3.2.2 Remedial sessions focus on:
(i) Concept reinforcement
(ii) Practice with guided support
(iii) Confidence-building through small victories.

2.3.3 Parent Collaboration

(i) Parents are kept informed through:
(ii) PTMs
(iii) Guardian meetings
(iv) Regular progress updates

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This shared partnership ensures that the support given at school is strengthened at home.

3. *Assessment & Evaluation Report*

Introduction

At our International School in Surat, assessment is viewed not just as a measure of learning but as an opportunity to **understand each child's journey, strengths, and areas where they need support**.
Our evaluation practices are designed to be **fair, transparent, inclusive, and growth-oriented**, reflecting our belief that every learner progresses at a unique pace and deserves encouragement along the way.

3.1. Review of Assessments, Exam Patterns & Bloom's Levels

To ensure quality and relevance, our Assessment & Evaluation Committee regularly reviews:

3.1.1 Assessment Structure

(i) Assessments include **formative, summative, project-based, experiential, and competency-driven tasks**.
(ii) Exam patterns are aligned with **NEP 2020**, CBSE guidelines, and international best practices.
(iii) Questions are designed to test a balance of:
   (a) Recall
   (b) Understanding
   (c) Application
   (d) Analysis
   (e) Creativity and problem-solving

3.1.2 Bloom's Taxonomy Alignment

(i) Teachers integrate Bloom's levels into lesson planning and question-setting.
(ii) Question papers undergo a **three-tier review system**:
   (a) Teacher (draft)
   (b) HOD / Coordinator
   (c) IQAC approval for Bloom-level distribution

This ensures that assessments are **age-appropriate, cognitively enriching, and aligned with learning outcomes**.

3.1.3 Continuous Review Process

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(i) Post-examination, papers are analysed for:

(a) Difficulty level

(b) Weightage distribution
(c) Alignment with taught content
(d) Student performance variations

(ii) Feedback is shared with teachers to refine future assessments.

This process creates a culture of **reflection and academic growth** among staff.

3.2. Ensuring Fair & Transparent Evaluation

We believe that **trust is the foundation of effective assessment**, and our school ensures transparency at every step.

3.2.1 Standardised Evaluation Protocols

(i) Error-free marking schemes and rubrics are prepared before evaluation begins.
(ii) Teachers follow uniform marking criteria to maintain consistency across sections.

3.2.2 Transparent Communication with Students & Parents

(i) Students receive detailed feedback, not just marks.
(ii) Parents are informed through PTMs, digital portals, and personalised notes.
(iii) Open channels of communication ensure that families clearly understand:
    (a) How their child performed.
    (b) What are their strengths?
    (c) What support they may need.

3.2.3 Moderation & Cross-Checking

(i) Random papers are rechecked by coordinators to avoid bias.
(ii) Rubric-based evaluation is used for projects, orals, and practical assessments.
(iii) Answer sheets are shown to students to reinforce fairness and accountability.

3.3.4 Ethical Practices

(i) Strict exam confidentiality is maintained.
(ii) Zero tolerance for malpractice.
(iii) Support provided to anxious learners to reduce exam stress compassionately.

Fairness for us means ensuring that **every child feels valued, respected, and understood**.

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3.3 Academic Result Analysis & Trend Review

Analysing student performance helps us understand the **bigger story behind the numbers**.

3.3.1 Detailed Result Analysis

(i) Class-wise, subject-wise, and skill-wise reports are generated.
(ii) Performance is compared with:
(a) Previous terms
(b) Previous academic years
(c) Expected grade-level benchmarks

3.3.2 Identifying Patterns & Gaps

We track trends such as:

(i) Areas where students consistently excel
(ii) Concepts where learners face challenges
(iii) Impact of teaching strategies and resources used
(iv) Achievement levels across gender, grade, and section

3.3.3 Actionable Insights

Based on analysis, the school implements:

(i) Remedial classes for core skills
(ii) Enrichment tasks for advanced learners
(iii) Teacher training on assessment literacy
(iv) Curriculum adjustments where required

3.3.4 Student Growth Narratives

Beyond percentages, teachers prepare **qualitative notes** that highlight:

(i) Individual progress
(ii) Attitude towards learning
(iii) Effort levels
(iv) Emotional and social development

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This ensures that discussions about performance remain **holistic and child-centred**

4. *Stakeholder Feedback Mechanisms*

At our international school in Surat, we believe that a school grows stronger when it listens deeply to the voices of its community. Feedback is treated not as criticism, but as **a gift** — a way for us to understand expectations, refine practices, and celebrate what we're doing well.

4.1 Parent Feedback

Parents share their perspectives through:

(i) PTMs, where personal conversations offer insights into student well-being.
(ii) Anonymous surveys, which encourage honest inputs.
(iii) Counsellor and coordinator interactions, where concerns are listened to with empathy.

Themes such as academic rhythm, communication, safety, and teacher approachability are analysed thoughtfully. Parents appreciate the warmth of teachers and often suggest improvements in pacing, extracurricular variety, and technology usage.

4.2 Student Feedback

Students offer the most genuine feedback about:

(i) Classroom climate
(ii) Teaching styles
(iii) Activities and clubs
(iv) Their sense of emotional safety and inclusion

We conduct class circles, digital surveys, and one-on-one conversations. Their voices guide improvements like more experiential learning, student-led events, and stress-free assessments.

4.3 Teacher Feedback

Teachers provide inputs on:

(i) Training needs
(ii) Curriculum challenges

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(iii) Resource requirements
(iv) Student developmental trends

We document their training requests and align them with TPD planning. Feedback helps ensure teachers feel **heard, supported, and valued**.

4.4 Vendor Feedback

Vendors supporting transport, security, and cafeteria services share updates on:

(i) Route efficiency
(ii) Equipment safety
(iii) Meal quality
(iv) Staff readiness

Vendor meetings promote transparency and collaborative problem-solving, ensuring safe and smooth operations for students.

4.5 Stakeholder Satisfaction Index

Feedback from all groups is compiled into a **Stakeholder Satisfaction Index**, measuring:

(i) Trust
(ii) Communication
(iii) Service quality
(iv) Safety confidence
(v) Academic satisfaction

The index helps IQAC track progress over time and celebrate areas of strength while prioritising improvement zones.

5. *Trainings & TPD (Teacher Professional Development)*

At our school, we believe that **teachers inspire better when they continue learning themselves**. Professional development is not just a compliance requirement — it is a culture we nurture with pride.

5.1 TPD Calendar Planning

Every year, the IQAC prepares a thoughtful **Annual TPD Calendar** that responds to:

(i) Teacher feedback

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(ii) Curriculum changes
(iii) Student needs
(iv) Safety and policy updates

The calendar balances academic enrichment with wellness sessions, ensuring teachers feel confident and cared for.

5.2 Organised Training

We organise a wide range of training sessions, including:

(I) CBSE and NEP 2020 workshops.
(ii) NABET quality system orientation.
(iii) Safety & POCSO trainings.
(iv) ICT and digital pedagogy workshops.
(v) Subject-specific and pedagogy-based sessions.

Expert trainers, counsellors, and in-house mentors come together to make learning meaningful and practical.

5.3 TPD Hours Tracking

A structured system tracks **teacher-wise TPD hours**, ensuring every educator completes the required quota while also honouring their personal growth goals.
Teachers receive certificates and reflections are recorded as evidence for future growth.

6. *Documentation & Evidence Management*

At an international school, accurate and organised documentation is essential for transparency, continuity, and quality assurance. Our IQAC ensures that every process is recorded with care.

6.1 Policies & SOPs

We maintain updated, easy-to-understand documents covering:

(i) Admissions
(ii) Examination
(iii) Transport
(iv) Safety
(v) Academic planning
(vi) Kindergarten and primary protocols

These SOPs guide day-to-day operations and ensure consistency across staff members.

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6.2 Audit Files, MOMs & ATRs

We maintain:

(I) Audit files **with all required evidence.**
(ii) Minutes of Meetings (MOMs) **for IQAC and departmental reviews.**
(iii) Action Taken Reports (ATRs) **to track progress.**

This system promotes accountability and a culture of continuous improvement.

6.3 Evidence Records

All proof of:

(I) Academic events
(ii) Training
(iii) Safety drills
(iii) Assemblies and competitions

(iv) Circulars and communication are systematically archived.
This ensures readiness for audits and also allows us to reflect on the year's achievements.

7. *Safety, Legal & Compliance Monitoring*

Safety at our school is not just a checklist — it is a **mindset of care and responsibility** that every staff member carries.

7.1 POCSO Compliance

Our school remains fully compliant with POCSO norms through:

(i) Regular training for staff.

(ii) Age-appropriate awareness sessions for students.
(iii) Clear reporting mechanisms.
(iv) Display of child protection policies across campus.

Our Child Protection Committee meets regularly and monitors adherence to safety guidelines.

7.2 Safety Audits & Mock Drills

Routine audits and drills help students and staff stay prepared and confident. We conduct:

      (i) Fire drills
      (ii) Earthquake and evacuation drills
      (iii) Bus safety briefings
      (iv) Classroom safety checks

Reports from these drills guide improvements in infrastructure and practice.

7.3 Updated Certifications

We ensure the timely renewal of:

      (i) Fire NOC
      (ii) Building safety certificate
      (iii) Sanitation and hygiene certificates
      (iv) Water quality reports
      (v) Lift/escalator service reports (if applicable)

All records are filed neatly and reviewed during IQAC meetings to maintain complete compliance.

8. *Process Management*

At our school, systems and processes are not rigid checklists — they are **living structures** that ensure smooth functioning, consistency, and a positive experience for students, parents, and staff. IQAC takes responsibility for reviewing these processes regularly to keep them **relevant, child-friendly, and efficient**.

8.1 Review of SOPs

The IQAC reviews Standard Operating Procedures for:

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(i) Admissions – ensuring a transparent, parent-friendly and equitable process.
(ii) Examinations – streamlining schedules, moderation, confidentiality, and communication.
(iii) Transport – prioritising safety, punctuality, and route optimisation.
(iv) Hostel – creating a homely, safe environment for residential students.
(v) Events & Activities – ensuring smooth coordination, safety, and learning value.

Each SOP is reviewed with empathy, keeping in mind the convenience and comfort of the students and parents who interact with these processes.

8.2 Identifying Gaps & Corrective Actions

Gap identification is done through:

(i) Staff feedback
(ii) Stakeholder suggestions
(iii) Audit findings
(iv) Observation of day-to-day challenges.

Corrective actions are then initiated, such as:

(i) Supporting staff with training
(ii) Updating communication formats
(iii) Adjusting workflows to reduce bottlenecks
(iv) Reinforcing safety protocols

This ensures that **problems become opportunities to improve**, not reasons for blame.

9. *Continuous Improvement (CI)*

Continuous Improvement is at the heart of our school's philosophy. We believe that **every month, every term, and every year offers a chance to grow better — together**.

9.1 Data Review for Better Decision-Making

We periodically review data on:

(I) Attendance trends – identifying patterns, supporting students with low attendance.
(ii) Discipline records – addressing behavioural needs with counselling, not punishment.

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(iii) Academic performance – monitoring progress through formative and summative assessments.

(iv) Event participation – ensuring every child receives opportunities to showcase talent.

The data is analysed compassionately, focusing on solutions rather than shortcomings.

9.2 Implementing Innovations

To create a vibrant, future-ready learning environment, the school has integrated several innovations:

(i) AI-based tools for personalised learning and assessments.
(ii) Digital classrooms with interactive boards, e-content, and blended learning.
(iii) Green initiatives such as waste segregation, energy-saving campaigns, and eco-clubs.
(iv) STEAM and robotics activities supporting inquiry and creativity.

Students and teachers both feel empowered by these meaningful upgrades.

9.3 Monthly IQAC Dashboard Tracking

IQAC maintains a **dynamic dashboard** that tracks improvements in:

(i) Learning outcomes
(ii) Attendance
(iii) Teacher development hours
(iv) Safety compliance
(v) Feedback trends
(vi) Innovation progress

This dashboard provides a clear picture of the school's direction and encourages timely, informed decision-making.

10. *IQAC Meetings*

IQAC meetings are held **every month**, fostering a culture of reflection, collaboration, and shared responsibility.

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10.1 Monthly Reviews

Each meeting includes:

(i) What went well
(ii) What challenges emerged
(iii) What actions need to be taken
(iv) What support do teachers or departments require

This creates an atmosphere of trust where every voice matters.

10.2 Documentation: MOM & ATR

The IQAC maintains:

- **Minutes of Meeting (MOM)** – capturing discussions honestly
- **Action Taken Reports (ATR)** – documenting progress

These records ensure continuity, clarity, and accountability.

10.3 Reporting to Principal & Management

After every meeting, a concise report is submitted to the Principal and Management, enabling them to:

(I) Stay informed
(ii) Provide guidance
(iii) Allocate resources
(iv) Support initiatives

This transparent loop strengthens the school's overall governance.

11. *Annual Quality Assurance Report (AQAR)*

The AQAR is a holistic reflection of the school's journey through the academic year — a story of achievements, challenges, learning, and growth.

11.1 Data Collection & Compilation

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IQAC compiles annual reports from all departments, including:

(i) Academics – performance, innovations in teaching, learning outcomes achieved.
(ii) Safety & Compliance – audits, drills, certifications.
(iii) TPD (Teacher Professional Development) – training hours, workshops attended, skill development.
(iv) Innovation – technology adoption, new initiatives, research practices.
(v) Stakeholder Feedback – parent, student, teacher, and vendor inputs.
(vi) Achievements – awards, competitions, student and staff accomplishments.

Each component is captured with warmth and authenticity, focusing on both progress and potential.

11.1 Academic report

11.1.1 Introduction

The academic year at G.D. Goenka International School, Surat, has been a journey of curiosity, discovery, and meaningful learning.
Our commitment to quality education is reflected not only in results but in how **students grow as thinkers, creators, leaders, and compassionate individuals**.

This Annual Quality Assessment Report highlights how the school nurtured academic excellence throughout the year through structured planning, reflective teaching, data-driven decision-making, and a deeply human approach to learning.

11.1.2 Curriculum Delivery & Teaching–Learning Enhancements

Our teaching–learning processes this year focused on **clarity, creativity, and connection**.

11.1.3 Curriculum Planning

(I) Well-structured yearly planners and weekly lesson plans were implemented across all grades.
(ii) Learning outcomes were clearly defined, age-appropriate, and aligned with NEP 2020 and international benchmarks.

11.1.4 Classroom Engagement

Teachers actively integrated:

(I) Experiential learning

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(ii) Inquiry-based tasks
(iii) Collaborative activities
(iv) Real-life applications
(v) Digital tools and blended learning

These strategies helped make classrooms **alive with curiosity** and encouraged students to explore rather than memorise.

11.1.5 Supportive Teaching Environment

Classrooms maintained:

(i) Warm teacher–student relationships
(ii) Respectful, inclusive environments
(iii) Encouragement for all learning styles
(iv) Differentiated instruction where required

Students consistently reported feeling **heard, supported, and motivated**.

11.2 Academic Performance Review

Academic performance this year demonstrated **steady progress**, resilience, and commitment from both teachers and students.

11.2.1 Term-wise Performance Trends

(I) Class averages showed improvement, especially in core subjects like English, Mathematics, and Science.
(ii) Students displayed increasing comfort with analytical and competency-based questions.

11.2.2 Subject-wise Insights

(i) Languages: Strengthened through reading programs, group discussions, and creative writing.
(ii) Maths: Conceptual clarity improved through manipulatives, puzzles, and visual explanations.
(iii) Science: Hands-on experiments, models, and STEM projects deepened understanding.
(iv) Humanities & Commerce: Case studies, debates, field research, and real-world analyses enriched learning.

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11.2.3 Assessment Pattern Evolution

Assessments shifted toward:

(i) Understanding rather than rote
(ii) Higher-order thinking
(iii) Bloom's Taxonomy-aligned question papers
(iv) Continuous assessment through daily observations, rubrics, and projects

Students expressed increased confidence in expressing ideas, reasoning out answers, and presenting projects.

11.3. Learning Outcomes Achievement

We continuously tracked grade-wise learning outcomes, ensuring **no learner was left behind**.

11.3.1 Achievement Highlights

(I) Key competencies in literacy and numeracy were successfully reached across most grades.
(ii) Students exhibited visible improvement in critical thinking and communication.
(iii) Enrichment programs supported high-achieving students while remedial support strengthened foundational learning.

11.3.2 Areas Identified for Growth

(I) Some students needed greater reinforcement in advanced Math applications and grammar accuracy.

(ii) Continued focus is needed on reading stamina and scientific reasoning.

These insights are being addressed through personalised support and targeted instruction.

11.4. Student Development Beyond Marks

At G.D. Goenka International School, academic excellence is balanced with **holistic growth**.

Students demonstrated improvement in:

(i) Confidence and leadership.
(ii) Collaboration and teamwork.

(iii) Presentation and speaking skills.
(iv) Creativity through arts, sports, and clubs.
(v) Emotional resilience and responsible behaviour.

Our academic ecosystem supports children **not just to pass exams, but to become balanced human beings.**

11.5. Academic Audits, Observations & Reviews

The school conducted regular:

(I) Lesson plan audits
(ii) Classroom observations

(iii) Peer observations
(iv) HOD and coordinator reviews
(v) Post-assessment analyses.

These audits were **supportive, not judgmental**, helping teachers grow professionally.
Feedback discussions always emphasized appreciation first, followed by gentle, constructive suggestions.

11.6. Remedial & Enrichment Programs

11.6.1 Remedial Sessions

Offered to students who required reinforcement in:

(I) Reading and writing
(ii) Mathematical concepts
(iii) Subject-specific foundational skills

Sessions focused on confidence-building, patient guidance, and small learning goals.

11.6.2 Enrichment Programs

For advanced learners:

(i) Olympiad preparation
(ii) Extended projects
(iii) Research opportunities
(iv) Debates, MUN, and quizzes

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Both pathways ensured **every learner progressed meaningfully**.

11.7. Teacher Professional Development Impact on Academics

Teachers attended training sessions from:

(i) CBSE
(ii) NABET
(iii) Subject experts
(iv) ICT specialists
(v) In-house facilitators

These sessions enabled teachers to:

(i) Integrate new pedagogies

(ii) Improve assessment quality
(iii) Adapt to digital learning tools
(iv) Enhance classroom engagement

A noticeable uplift was seen in lesson quality, student participation, and informed evaluation.

11.8. Stakeholder Reflections on Academics

Parents appreciated:

(i) Clarity in communication
(ii) Reduced stress assessment systems
(iii) Child-friendly teaching approaches

Students appreciated:

(i) Interactive classes
(ii) Freedom to ask questions
(iii)Opportunities to express themselves

Teachers appreciated:

(i) Supportive leadership
(ii) Availability of resources
(iii) A culture of collaboration

These reflections were incorporated into academic planning for the next year.

11.9. Innovations in Academic Practices

This year, the school successfully implemented:

> (i) AI-based learning and revision tools
> (ii) Digital classrooms with interactive boards
> (iii) Virtual labs and simulations
> (iv) Project-based learning frameworks
> (v) Eco-literacy modules integrated into subjects

These innovations helped students learn with **joy, relevance, and global awareness.**

11.10. Conclusion

The academic journey at G.D. Goenka International School this year has been shaped by love for learning, dedication from teachers, and the enthusiasm of students.

Our academic ecosystem embodies:

> (i) Compassionate teaching
> (ii) Consistent improvement
> (iii) Data-driven reflection
> (iv) Transparent assessment
> (v) Global best practices

As we move forward, our commitment remains steadfast:
to nurture learners who are confident, curious, and equipped for the world beyond the classroom.

12. *Safety & Compliance*

Introduction

At G.D. Goenka International School, Surat, the safety and well-being of students, staff, and visitors is more than a requirement — it is a deeply held value.
We believe that children learn best in an environment where they feel **protected, respected,**

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and cared for.

This report outlines the structured systems and proactive measures we have implemented to ensure full compliance with national safety norms and NABET quality standards.

12.1 Child Safety & POCSO Compliance

12.1.1 Child Protection Committee (CPC)

The school maintains a fully functional Child Protection Committee comprising:

> (i) Principal
> (ii) Counsellor
> (iii) POCSO-trained teachers
> (iv) Parent representative
> (v) External advisor (when required)

12.1.2 POCSO Training & Awareness

> (I) All staff undergo mandatory **POCSO awareness and training sessions** twice a year.
> (ii) New recruits receive POCSO orientation during induction.
> (iii) Students attend age-appropriate sessions on:
>> (a) Personal safety
>> (b) Safe/unsafe touch
>> (c) Speaking up and seeking help

12.1.3 Reporting & Redressal Mechanism

> (i) A clear and confidential reporting mechanism is in place.
> (ii) Suggestion and safety concern boxes are operational.
> (iii) Contact details of CPC members are displayed at key areas.
> (iv) All complaints are handled sensitively, confidentially, and promptly.
> (v) Child protection is treated as **everyone's responsibility**.

12.2 Fire Safety, Evacuation & Emergency Preparedness

12.2.1 Fire Safety Measures

> (I) Valid **Fire Safety NOC** renewed annually.
> (ii) Fire extinguishers placed at all strategic points, serviced regularly.
> (iii) Fire alarm systems and hydrants are tested periodically.

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12.2.2 Evacuation & Mock Drills

(i) Fire evacuation drills are held **at least twice a year**.
(ii) Students and staff are trained in safe exit routes and assembly points.
(iii) Drill reports include:
    (a) Evacuation time
    (b) Observed gaps
    (c) Improvements initiated

12.2.3 Emergency Response Team

The school has a trained Emergency Response Team (ERT) responsible for:

    (I) Coordinating evacuations
    (ii) Supporting first aid
    (iii) Managing crowd movement
    (iv) Ensuring student accountability during emergencies

12.3 Health, First Aid & Medical Safety

12.3.1 Infirmary & Medical Facilities

    (i) A well-equipped infirmary with a qualified nurse is available during school hours.
    (ii) First-aid boxes are placed in:
        (a) Each block
        (b) Buses
        (c) Labs
        (d) Sports areas

12.3.2 Medical Protocols

    (i) Health records are maintained for all students.
    (ii) Annual medical check-ups are conducted.
    (iii) Emergency protocols for allergies, injuries, or health concerns are followed strictly.

12.3.3 COVID & Hygiene Compliance

    (I) Campus is maintained with strict hygiene routines.
    (ii) Washrooms cleaned regularly.

    (iii) Adequate supply of soap, sanitisers, and clean drinking water ensured.

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12.4 Transport Safety & Compliance

12.4.1 GPS-Enabled Safe Transportation

(i) All buses are GPS-enabled and monitored.
(ii) CCTV cameras, first-aid kits, and speed governors installed.

12.4.2 Trained Transport Staff

(I) Drivers undergo:

(a) Background verification

(b) Safety workshops

(c) Route protocols

(ii) Female attendants accompany all routes.

12.4.3 Boarding–De-boarding Protocol

(I) Students follow structured procedures for safe boarding.
(ii) Teachers and transport staff are stationed at designated points for supervision.

12.5. Campus Infrastructure Safety

12.5.1 Daily & Monthly Checks

The Admin & Safety Team conducts:

(i) Daily classroom and corridor checks
(ii) Monthly infrastructure audits
(iii) Electrical, plumbing, and building inspections

12.5.2 Maintenance of Safety Equipment

(i) CCTV cameras are functional across school premises.
(ii) Lift (if applicable) is serviced every month.
(iii) Playground equipment checked for safety and stability.

12.5.3 Building Certifications

All statutory certificates are up-to-date:

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(i) Fire NOC
(ii) Building Safety Certificate
(iii) Water Quality & Sanitation Certificate

12.6. Visitor Management & Security Protocols

12.6.1 Secure Entry & Exit

(i) Main gate secured with trained guards.
(ii) Visitor entries recorded with ID checks.
(iii) Visitor badges issued during campus entry.

12.6.2 Restricted Access Zones

(i) Sensitive areas like server rooms, laboratories, and electrical rooms are access-controlled.

12.6.3 CCTV Surveillance

(I) School monitored by 24x7 CCTV with high-resolution cameras.
(ii) Surveillance audits are conducted monthly.

12.7. Laboratory & Classroom Safety

12.7.1 Lab Safety

(i) Safety gear (gloves, goggles, coats) available.
(ii) Chemical storage compliant with safety norms.
(iii) Lab evacuation routes displayed.

12.7.2 Classroom & Equipment Safety

(i) Age-appropriate furniture
(ii) Rounded corners on furniture
(iii) Safe wiring and covered electrical points

Teachers incorporate **safety instructions** before lab activities or outdoor tasks.

12.8. Inclusivity & Accessibility Compliance

The school ensures:

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(i) Ramps for wheelchair access
(ii) Accessible washrooms
(iii) Supportive resources for children with special needs
(iv) Special educator support and IEPs (Individualised Education Plans)

Inclusivity is a core value reflected in infrastructure and attitudes.

12.9. Compliance Documentation & Audit Readiness

All safety-related documentation is well-maintained:

(i) SOPs for safety and emergency response
(ii) Safety drill reports
(iii) Visitor logs
(iv) Training attendance records

(v) AMC (Annual Maintenance Contract) documents
(vi) Medical records
(vii) Transport compliance files
(viii) Incident & Redressal registers

These documents are reviewed during IQAC meetings and kept audit-ready.

12.10. Safety Culture: A Human-Centred Approach

At the heart of our compliance system is a **care-driven culture** where:

(i) Students feel safe to speak up
(ii) Teachers act as guardians
(iii) Parents trust the school's systems
(iv) Staff take ownership of safety

Safety reminders, empathy sessions, peer-safety teams, and awareness weeks help instil responsible behaviour in our learners.

Conclusion

G.D. Goenka International School, Surat, remains fully committed to building a safe, trustworthy, and compliant educational environment.
Through structured systems, regular reviews, training, and transparent communication, we ensure that safety is not just a requirement—
it is a lived experience for every child, every day.

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Our safety and compliance framework reflects our belief that:
"A safe school is the foundation of a happy, confident learner."

13. *Annual Quality Assurance Report (AQAR) – Teacher Professional Development (TPD)*

Introduction

At G.D. Goenka International School, Surat, we believe that *a school grows when its teachers grow*.
The academic year has been a journey of **learning, reflection, and professional transformation**, with the TPD programme playing a vital role in nurturing teachers as thinkers, facilitators, and compassionate mentors.

Our TPD initiatives this year focused on strengthening skills, enhancing pedagogies, integrating technology, and creating a collaborative culture where teachers feel **supported, valued, and inspired**.

This AQAR captures the essence of that journey.

13.1 TPD Philosophy: Learning with Heart

Our TPD vision is rooted in a simple belief:
"A trained teacher shapes a confident learner."

We aim to build a culture where:

    (i) Teachers feel safe to explore new ideas.
    (ii) Learning is continuous and joyful.
    (iii) Professional development leads to personal empowerment.
    (iv) Every teacher becomes a leader in their own classroom.

13.2. Annual TPD Calendar & Planning

At the start of the academic year, IQAC and academic leaders collaboratively prepared a **TPD Calendar** with inputs from:

    (i) Teacher feedback
    (ii) Classroom observation data
    (iii) Curriculum updates
    (iv) NEP 2020 requirements
    (v) CBSE and NABET expectations

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The calendar ensured a balanced mix of:

(i) Pedagogical training
(ii) Subject enrichment
(iii) Technology integration
(iv) Mental health awareness
(v) Safety and compliance

13.3 Capacity Building Programs Conducted

13.3.1 Pedagogy & Classroom Practices

(i) Active learning strategies
(ii) Experiential learning and project-based tasks
(iii) Differentiated instruction for diverse needs
(iv) Bloom's Taxonomy and competency-based education
(v) Art-integrated learning and interdisciplinary planning

Teachers shared that these sessions helped them make learning **more student-centred and joyful**.

13.3.2 Subject Enrichment Workshops

(i) Language teaching methodologies.
(ii) Concept mastery in Mathematics.
(iii) STEM-based science pedagogy.
(iv) Social science storytelling approaches.
(v) Early years foundational literacy and numeracy.

Teachers reported increased confidence, clarity, and creativity in delivering content.

13.3.3 Digital & ICT Training

(i) Using smartboards effectively.
(ii) AI-integrated teaching tools.
(iii) Google Workspace for education.
(iv) Digital assessments and online rubrics.
(v) Cyber safety for educators.

These trainings empowered teachers to integrate technology with purpose, not pressure.

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13.3.4 Safety & Compliance Trainings

(i) POCSO awareness
(ii) First aid and emergency response
(iii) Fire and evacuation protocols
(iv) Transport safety orientation
(v) Emotional safety & sensitivity training

This strengthened our commitment to child protection and well-being.

13.3.5 Wellness, Counselling & Emotional Support

Teacher wellness workshops included:

(i) Stress management.

(ii) Mindfulness practices.
(iii) Work-life balance strategies.

Teachers expressed feeling **heard, rejuvenated, and supported**.

13.3.4 TPD Hours Record & Tracking

A structured tracking system was maintained with:

(i) Teacher-wise TPD hours
(ii) Attendance logs
(iii) Certificates
(iv) Reflections and feedback sheets

The average TPD hours per teacher increased this year, showing a **deep commitment to growth** across the staff.

High-performing teachers were appreciated publicly, fostering motivation and pride.

13.5 Teacher Feedback on TPD

Teacher responses collected via forms and discussions highlighted:

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13.5.1 What teachers appreciated

(i) Calm, respectful training environment
(ii) Practical classroom strategies
(iii) Real-life examples and demonstrations
(iv) Hands-on ICT sessions
(v) Wellness-oriented workshops

13.5.2 What teachers suggested

(i) More subject-specific deep-dive sessions.
(ii) Training on classroom diversity and behaviour needs.
(iii) Exposure visits and benchmarking with other schools.

These suggestions are being incorporated into next year's TPD plan.

13.6. Impact of TPD on Teaching–Learning

TPD has resulted in visible improvements across academic processes:

13.6.1 Classroom Impact

(i) Lessons became more interactive and engaging.
(ii) Students participated more confidently.
(iii) Teachers used technology meaningfully.
(iv) Better alignment with learning outcomes.

13.6.2 Assessment Quality

(i) Improved question papers.
(ii) Better Bloom's level distribution.
(iii) Clear rubrics for projects and orals.
(iv) More reflective feedback for students.

13.6.3 Teacher Collaboration

(i) Increased peer learning and co-planning.
(ii) Openness to observation and reflection.
(iii) Sharing of best practices across grades.

The school witnessed a **positive cultural shift** where collaboration replaced isolation.

13.7 School-Wide Academic Growth Linked to TPD

Because of consistent TPD:

(i) Student performance showed improvement.
(ii) Learning outcomes were achieved more effectively.
(iii) Classroom discipline improved.
(iv) New teaching innovations emerged.
(v) Teachers displayed higher confidence and ownership.

This demonstrates that **TPD is not a separate activity — it is the backbone of school improvement.**

13.8 Innovations Introduced Through TPD

Inspired by TPD initiatives, teachers implemented:

(i) AI-assisted formative assessments.
(ii) Inquiry-based STEM projects.

(iii) Cross-curricular theme weeks.
(iv) Storytelling and art-integrated lessons.
(v) Eco-literacy modules and green projects.

These innovations brought **creativity, depth, and joy** into classrooms.

13.9 Recognition & Appreciation

The school proudly acknowledged:

(i) Teachers with the highest TPD hours.
(ii) Teachers who led peer workshops.
(iii) Innovators of new classroom practices.
(iv) Mentors who supported colleagues.

Celebrating teachers strengthened morale and built a culture of gratitude.

13.10 Conclusion

The Annual Quality Assurance Review of TPD reflects a year filled with learning, collaboration, and heartfelt commitment.

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At G.D. Goenka International School, Surat, TPD is not simply mandatory training —
it is an act of care for our teachers, our students, and our shared educational mission.

As we move forward, we reaffirm our commitment to:

(i) Lifelong teacher growth.
(ii) Reflective classroom practices.
(iii) Innovation with empathy.
(iv) A joyful school culture where every educator thrives.

This ensures that every classroom becomes a place where **teachers inspire, and children flourish.**

14. *Annual Quality Assurance Report (AQAR) — Innovation*

Introduction

At G.D. Goenka International School, Surat, innovation is not just a project or a department —
it is a mindset we cultivate in every classroom, every corridor, and every conversation with a child.

The academic year witnessed a meaningful transformation driven by creativity, technology, and a deep commitment to creating joyful, future-ready learning experiences.
This AQAR on Innovation captures how our school embraced new ideas with a human touch.

reflecting our belief that innovation is most powerful when it makes learning more inclusive, engaging, and compassionate.

14.1. Philosophy of Innovation at Our School

We view innovation as:

(i) A way to help children learn with curiosity.
(ii) A chance for teachers to rediscover teaching with joy.
(iii) A bridge between traditional values and modern learning.
(iv) A tool to prepare students for a rapidly changing world.

Our motto is simple:
"Innovate with purpose, implement with empathy."

14.2. Key Innovations Implemented This Year

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14.2.1 Technology-Enhanced Learning

AI-Enabled Classrooms

This year, we integrated AI tools to support:

> (i) Adaptive learning
> (ii) Instant feedback on quizzes
> (iii) Concept reinforcement
> (iv) Early identification of learning gaps

Students enjoyed personalised learning paths, making class participation more confident and joyful.

14.2.2 Interactive Digital Boards

All classrooms were enriched with smartboards and digital content libraries.
Teachers used multimedia tools to make lessons lively and relatable.

14.2.3 Virtual Labs & Simulations

Science and maths lessons included simulations and virtual experiments, allowing students to explore concepts beyond the boundaries of a physical lab.

14.3. Environmental & Sustainability Innovations

Our young learners became eco-champions through initiatives such as:

14.3.1 Green School Drive

> (i) Student-led plantation drives.
> (ii) Vertical gardening projects.
> (iii) Classroom green corners.

14.3.2 Waste Management Awareness

Students participated in:

> (i) Segregation campaigns
> (ii) Composting projects
> (iii) Zero-waste day celebrations

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These activities helped students understand that innovation is also about **caring for the planet.**

14.4. Pedagogical Innovations in Teaching–Learning

14.4.1 Project-Based Learning (PBL)

Students worked on real-life themed projects:

(i) Community improvement
(ii) Water conservation
(iii) Cultural heritage documentation
(iv) Financial literacy basics

These projects nurtured teamwork, empathy, and problem-solving.

14.4.2 STEAM Integration

Art and design were creatively woven into STEM lessons, giving students the freedom to:

(i) Build models
(ii) Create prototypes
(iii) Use coding and robotics
(iv) Present innovative solutions

14.4.3 Interdisciplinary Modules

Teachers built cross-subject modules such as:

(i) "Maths + Art in Symmetry"
(ii)"Science + Social Science in Climate Studies"

(iii) "English + ICT in Digital Storytelling"

This helped students connect ideas across subjects meaningfully.

14.5. Innovation Through Collaboration & Community Engagement

14.5.1 Student Innovation Clubs

We strengthened clubs such as:

(i) Robotics Club
(ii) Science Club
(iii)Entrepreneurship Club
(iv) MUN Society
(v) Research and Innovation Circle

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These platforms helped students explore interests beyond the textbook.

14.5.2 Parent Partnership in Innovation

Parents participated in:

(i) Showcases of student innovations
(ii) Career talks
(iii) Community problem-solving challenges

Their presence made learning richer and more grounded.

14.5.3 Peer Learning for Teachers

Teachers conducted:

(I) Peer mentoring

(ii) Demo lessons
(iii) Innovation sharing circles

This built a culture where teachers feel motivated to experiment and take risks.

14.6. Achievement Highlights in Innovation

The academic year saw many proud moments:

(i) Students participated in interschool robotics competitions.
(ii) Innovative models were showcased in science fairs.
(iii)Coding teams created child-friendly apps.
(iv) Environmental projects gained local recognition.

(v) Teachers presented action research and best practices at workshops.

These accomplishments celebrated the creativity and dedication of our learners and educators.

14.7. Monitoring & Review of Innovation Initiatives

14.7.1 IQAC Innovation Dashboard

IQAC tracked:

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(i) Number of innovative lessons
(ii) Teacher participation
(iii) Student engagement levels
(iv) Tech integration frequency
(v) Impact on learning outcomes

14.7.2 Reflection & Feedback Mechanisms

(i) Students shared reflections through journals and group circles
(ii) Teachers submitted innovation logs
(iii) Parents provided feedback on home-based innovative tasks

These insights helped refine our strategies and celebrate successes.

14.8. Human Impact of Innovation

Beyond academic achievements, the most meaningful outcome of innovation was the **emotional growth** it inspired:

(I) Students felt empowered, creative, and valued.
(ii) Shy learners participated more confidently.

(iii) Teachers rediscovered their passion for teaching.

(iv) Classrooms became collaborative and joyful spaces.

(v) Parents felt proud to see their children thinking independently.

Innovation helped our school community connect more deeply and grow together.

14.9. Conclusion

The year's innovation journey at G.D. Goenka International School, Surat, reaffirmed a powerful truth:

Innovation thrives not in gadgets or tools, but in mindsets that are open, curious, and compassionate.

Our school remains committed to:

(i) Encouraging fresh ideas.
(ii) Integrating purposeful technology.
(iii) Building sustainable learning practices.
(iv) Empowering student agency.

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(v) Nurturing teacher creativity.

15. *Annual Quality Assurance Report (AQAR) — Stakeholder Engagement & Feedback*

Introduction

At G.D. Goenka International School, Surat, we believe that a school grows through the voices of its people —
its students, teachers, parents, staff, alumni, and community partners.

Stakeholder engagement this year was driven by a simple, powerful value:
"Every voice matters. Every perspective enriches us."

This report captures how the school listened, responded, and strengthened its learning ecosystem through meaningful stakeholder collaboration.

15.1 Philosophy of Stakeholder Engagement

Our stakeholder engagement is built on:

(i) Trust: Ensuring that stakeholders feel heard and respected.
(ii) Transparency: Sharing decisions and updates with clarity.
(iii) Togetherness: Building a school community rooted in partnership.

(iv) Timeliness: Responding to concerns with empathy and prompt action.

We see stakeholders not as observers —
but as *co-creators* of the school's quality journey.

15.2 Parent Engagement & Feedback

Parents are our strongest partners in shaping children's learning experiences.

15.2.1 Parent–Teacher Meetings (PTMs)
(i) Held regularly across all grades
(ii) Focused on holistic progress — academics, behaviour, well-being
(iii) Parent suggestions were recorded and acted upon

Parents appreciated:

(i) Warm communication
(ii) Transparent assessment sharing

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(iii) Child-focused discussions

15.2.2 Parent Surveys

Online and offline surveys captured feedback on:

(i) Teaching quality
(ii) Safety
(iii) Communication
(iv) Transport services
(v) Co-scholastic activities

Survey results showed high satisfaction, with constructive suggestions included in planning.

15.2.3 Parent Connect Initiatives
(i) Parent as Resource Person activities.
(ii) Career awareness talks.
(iii) Parenting workshops conducted by experts.
(iv) Invitations to school exhibitions, assemblies, and innovation showcases.

Parents expressed feeling **valued, included, and connected** to the school's culture.

15.3. Student Voice & Well-Being Feedback

Students are at the heart of every decision we make.

15.3.1 Feedback on Teaching–Learning

Through class discussions, circle-time, and feedback forms, students shared:

(i) What made classes engaging
(ii) What support did they need
(iii) How they preferred to learn

Teachers incorporated these inputs into lesson planning.

15.3.2 Student Council Interaction

The Student Council played an active role in:

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(i) Sharing class and school-level concerns.
(ii) Suggesting campus improvements (canteen, sports, reading spaces).
(iii) Leading wellness and environment initiatives.
(iv) Students felt empowered and responsible.

15.3.3 Well-Being Feedback

(i) Anonymous feedback boxes helped students share concerns.
(ii) Counsellor sessions and emotional check-ins supported individual needs.

This strengthened the school's culture of openness and care.

15.4. Teacher Feedback & Professional Dialogue

Teachers provided feedback on:

(i) Classroom challenges
(ii) Curriculum pacing
(iii) Assessment practices
(iv) TPD needs
(v) Resource requirements

Regular meetings, academic audits, and peer discussions ensured that teacher voices shaped academic planning meaningfully.

Teachers also expressed feelings:

(i) Supported by leadership.
(ii) Appreciated during staff recognition events.
(iii) Encouraged to innovate.

15.5. Operational Stakeholder Feedback (Transport, Security, Vendors)

Non-teaching stakeholders play a vital role in keeping the school's ecosystem safe and smooth.

15.5.1 Transport Staff

Feedback collected on:

(i) Route timings
(ii) Student discipline
(iii) Bus maintenance

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Corrective actions were taken promptly where needed.

15.5.2 Security Team

Input received on:

(i) Visitor management
(ii) Emergency protocols
(iii) Training needs

Security personnel were provided with refresher workshops.

15.5.3 Vendors & Service Providers

Regular feedback is taken from teams handling:

(i) Cafeteria
(ii) Housekeeping
(iii) School uniform and stationery
(iv) Technology and infrastructure

This ensured **service quality, compliance, and consistency**.

15.6. Stakeholder Satisfaction Index

IQAC prepared a consolidated **Stakeholder Satisfaction Index** based on:

(i) Parent survey data.
(ii) Student well-being indicators.
(iii) Teacher feedback.

(iv) Vendor service evaluations.

Overall satisfaction was high, with areas for improvement identified in:

(i) Cafeteria diversification.
(ii) Reading corner expansion.
(iii) Advanced-level ICT training.

These insights guided action plans for the next academic year.

15.7. Action Taken on Stakeholder Feedback

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The school demonstrated commitment through timely action:

Academic Enhancements

(i) Additional remedial sessions introduced.
(ii) Increased project-based learning.
(iii) More digital content integrated.

Well-Being & Safety

(i) Strengthened supervision during dispersal.
(ii) Upgraded first-aid stations.
(iii) Expanded counselling hours.

Infrastructure Improvements

(i) Better ventilation in classrooms.
(ii) Enhanced playground markings.
(iii) Additional reading zones.

Operational Improvements

(i) Route optimisation for buses.
(ii) Cafeteria hygiene upgrades.
(iii) More trained manpower for housekeeping.

These steps strengthened trust and showcased our responsiveness.

15.8. Community Engagement & Social Responsibility

The school actively engaged with the community through:

(i) Social awareness drives
(ii)Health camps
(iii) Cleanliness campaigns
(iv) NGO partnerships
(v) Student-led charity initiatives

Stakeholders expressed pride in contributing to meaningful social impact.

15.9. Human Impact of Stakeholder Involvement

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Stakeholder engagement this year led to:

(i)Stronger relationships between parents and teachers.

(ii) Students feel more confident.
(iii) Teachers feel supported and professionally enriched.
(iv) Staff members feeling respected and included.
(v) Community feeling connected to school initiatives.

The human warmth added depth to our quality processes.

15.10. Conclusion

The Annual Quality Assurance Report on Stakeholder Engagement shows that G.D. Goenka International School, Surat, stands on a strong foundation of collaboration, communication, and care.

We do not treat stakeholder feedback as a formality —**we treat it as a gift.**

Through open dialogue, responsive action, and meaningful involvement, we continue to build a school where:

(i) Students feel safe and inspired
(ii) Parents feel welcomed and confident
(iii) Teachers feel supported and valued
(iv) Staff feels respected
(v) Community feels connected

Our belief remains:
"Quality education is a shared responsibility, and together, we make it stronger."

16. *Annual Quality Assurance Report (AQAR) — Achievements*

Introduction

At G.D. Goenka International School, Surat, we define achievement not only through trophies and certificates but through **growth, effort, and moments where students discover their own potential**.
This year has been a journey filled with curiosity, creativity, and courage, reflected beautifully in the diverse accomplishments of our learners and educators.

Our achievements represent a collective effort of students who dared to dream, teachers who believed in them, and parents who supported them with trust and encouragement.

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16.1. Student Achievements (Scholastic)

16.1.1 Academic Excellence

Students demonstrated strong academic performance across all grades:

(i) Several students scored **top grades in CBSE board examinations**.
(ii) Children showed significant improvement in competencies and learning outcomes.

(iii) Many students were acknowledged as **Subject Toppers** and **Class Achievers**.

16.1.2 Olympiads & Competitive Exams

Our students performed commendably in:

(i) SOF Olympiads (Maths, Science, English, GK)
(ii) NTSE Stage-1
(iii) ASSET exams
(iv) Various aptitude and reasoning championships

Many brought home **gold, silver, and bronze medals**, reflecting perseverance and discipline.

16.1.3 Research & Projects

Students showcased:

(i) STEM models.
(ii) Social science research projects.
(iii) Environmental science presentations.
(iv) Digital literacy tasks.

Their problem-solving skills and inquiry-based thinking shone brightly during these exhibitions.

16.2. Co-Scholastic Achievements

16.2.1 Arts & Culture

Our students expressed themselves beautifully through:

(i) Dance performances
(ii) Theatre productions
(iii) Music recitals
(iv) Art exhibitions

Some were selected for city-level and state-level competitions, proving that creativity has no boundaries.

16.2.2 Sports Achievements

The school celebrated outstanding sports achievements:

    (i) State-level representation in swimming, skating, athletics, and basketball.
    (ii) District-level medals in martial arts and chess.
    (iii) School team qualification for interschool tournaments.

Students demonstrated teamwork, resilience, and sportsmanship — qualities that define true champions.

16.3. Community, Leadership & Social Impact

16.3.1 Student Leadership

Our Student Council led several meaningful initiatives:

    (i) Anti-bullying campaign
    (ii) Cleanliness and awareness drives
    (iii) Assembly leadership
    (iv) Peer mentoring and academic buddy programmes

They proved that leadership is about service, not titles.

16.3.2 Community Service & Social Responsibility

Students participated enthusiastically in:

    (i) Clothes and stationery donation drives.
    (ii) Tree plantation campaigns.
    (iii) Visits to old-age homes and NGOs.

    (iv) Awareness programs on inclusivity, hygiene, and kindness.

These initiatives helped children grow into **empathetic, socially conscious citizens**.

16.4. Teacher Achievements

16.4.1 Professional Growth

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Teachers completed:

(i) CBSE trainings
(ii) NABET capacity building
(iii) ICT and AI workshops
(iv) Mental wellness training
(v) Subject enrichment programmes

Several teachers conducted peer workshops, contributing as **leaders of learning**.

16.4.2 Recognition & Awards

Many teachers were honoured for:

(i) Excellence in teaching
(ii) Model classrooms
(iii) Creative lesson innovations
(iv) Contribution to school events

Their unwavering commitment turned classrooms into vibrant spaces of learning and joy.

16.5. Institutional Achievements

The school strengthened its reputation through:

(i) Successful execution of academic and cultural events.
(ii) Implementation of digital learning tools.
(iii) STEAM and robotics upgrades.
(iv) Enhanced safety and quality systems.
(v) Participation in interschool forums and educational conclaves.

The school community worked together to uphold excellence in every domain.

16.6. Achievements in Innovation

The school was applauded for:

(i) AI-integrated classroom practices.
(ii) Sustainability initiatives like green projects & waste management.
(iii) Project-based learning exhibitions.
(iv) Coding and robotics achievements in interschool meets.

Innovation became a natural part of our school's identity.

16.7. Stakeholder Appreciation

16.7.1 Parents

Parents expressed satisfaction through surveys and PTMs:

(i) Appreciation for academic improvements.
(ii) Acknowledgement of transparent communication.
(iii) Recognition of the supportive and safe school environment.

16.7.2 Students

Students shared that they:

(i) Felt more confident.
(ii) Took pride in their achievements.

(iii) Enjoyed new learning experiences.
(iv) Built stronger relationships with peers and teachers.

16.7.3 Teachers

Teachers voiced that they:

(i) Felt motivated.
(ii) Received support when needed.
(iii) Grew through training and mentorship.

16.8 Celebrating the Human Side of Achievement

Beyond measurable achievements, we also celebrate:

(i) The shy student who spoke on stage for the first time.
(ii) The child who improved handwriting after months of effort.
(iii) The learner who overcame fear of math.
(iv) The student who helped a peer without being asked.
(v) The class that worked together like a family.

These moments reflect the heart of our school's mission:
to nurture confident, compassionate, capable learners.

16.9. Conclusion

This Annual Quality Assurance Report on Achievements reflects a year filled with growth, celebration, and meaningful milestones.

We take pride not only in the medals and certificates, but in the **stories behind them** — stories of persistence, courage, teamwork, and love for learning.

G.D. Goenka International School, Surat, remains committed to celebrating every achievement, big or small, and to creating an environment where:

> - **Every child feels seen**
> - **Every teacher feels valued**
> - **Every success is shared**

Together, we will continue to aim higher, grow stronger, and create brighter futures.

Research and Development Unit

1. Academic Research & Innovation Worklist

Introduction

At G.D. Goenka International School, Surat, academic research and innovation are not separate activities — they are part of our daily commitment to making learning **meaningful, joyful, and future-ready**.
Our school's approach to innovation is rooted in *curiosity, collaboration, and compassion*, ensuring that children learn through experiences that are engaging and relevant to the world around them.

This Academic Research & Innovation Worklist captures the key tasks, responsibilities, and reflective practices followed throughout the year.

1.1 Develop Innovative Teaching–Learning Practices

Innovation begins in the classroom, through small changes that create big impact.

1.1.1 Classroom Pedagogy Innovations

Teachers engaged in:

(I) Using storytelling, simulations, role-plays, and games.
(ii) Integrating technology meaningfully — not excessively.
(iii) Implementing inquiry-based learning and problem-solving tasks.
(iv) Encouraging peer learning, group reflections, and student-led discussions.
(v) Designing lessons that encourage curiosity and critical thinking.

These practices helped classrooms become **vibrant spaces where students feel excited to learn**.

1.1.2 Experimenting with New Strategies

Teachers piloted:

(i) Micro-learning modules.
(ii) Flipped classroom activities.
(iii)Visual thinking routines.
(iv) Art-integrated cross-subject tasks.
(v) Competency-based learning exercises.

Feedback from students shaped how these strategies evolved, ensuring that innovation remained **student-centred**.

1.2. Prepare New Worksheets, Projects & Interdisciplinary Modules

To keep learning fresh and relevant, our academic teams created a wide range of new learning resources.

1.2.1 Quality Worksheet Development

Subject teams prepared worksheets that:

(i) Reinforced core concepts
(ii) Reflected Bloom's Taxonomy
(iii) Included real-life application questions

(iv) Promoted analytical thinking
(v) Catered to mixed learning abilities (differentiated tasks)

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Worksheets were reviewed collaboratively to maintain **clarity, appropriateness, and conceptual depth**.

1.2.2 Project Design & Execution

Teachers designed projects that encouraged:

(i) Hands-on exploration.
(ii) Creativity and imagination.
(iii) Research skills.
(iv) Team collaboration.
(v) Presentation and communication abilities.

Projects included science models, social research tasks, digital storytelling, environmental surveys, and community-based explorations.

1.2.3 Interdisciplinary Modules

Departments worked together to create modules such as:

(i) Math + Art: *Geometry in design*
(ii) Science + Social Science: *Climate change and civic responsibility*
(iii) English + ICT: *Digital storybooks*
(iv) Commerce + Economics: *Market surveys and financial literacy*

These modules helped students see learning as **connected and meaningful**, not isolated in silos.

1.3. Review of Global Best Practices in Pedagogy

To keep teaching aligned with international standards, the school engaged in continuous research.

1.3.1 Benchmarking & Research Activities

Academic teams studied:

(i) Best practices from international boards (IB, Cambridge).
(ii) Finland's experiential learning model.
(iii) Singapore's mastery learning approach.
(iv) OECD global competency frameworks.
(v) UNESCO recommendations for future classrooms.

Insights were adapted thoughtfully to suit the school's cultural and academic context.

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1.3.2 Teacher Study Circles

Teachers participated in:

(i) Monthly reading circles.
(ii) Sharing global articles on pedagogical trends.
(iii) Reviewing new research on child development.
(iv) Discussing case studies from leading schools worldwide.

This cultivated a culture of **reflective practice and professional curiosity**.

1.3.3 Classroom Integration of Global Ideas

Examples include:

(i) Student portfolios inspired by IB practices.
(ii) "Thinking routines" used in Harvard's Project Zero.
(iii) Competency-based assessments encouraged by NEP 2020.
(iv) Maker-space style tasks inspired by STEAM schools abroad.

Each idea was implemented gently, ensuring that innovation enhanced learning rather than overwhelming students.

1.4. Collaborative Academic Development

Innovation grows strongest when minds work together.

1.4.1 Cross-Department Collaboration

Teachers collaborated across grades and subjects to:

(i) Review content.
(ii) Create shared resources.
(iii) Mentor new staff.
(iv) Observe each other's classes.

1.4.2 Student Voice Integration

Students contributed ideas through:

(i) Innovation clubs.
(ii) Feedback circles.

(iii) Class representative meetings.
(iv) Reflection journals.

Their perspectives allowed teachers to refine lessons based on real learning experiences.

1.4.3 Parent & Community Contributions

Parents were invited to share:

(i) Expertise through guest talks.
(ii) Real-world industry insights.
(iii) Feedback on innovative projects.

This helped bridge school learning with the world outside.

1.5. Creation of Academic Research & Innovation Report

At the end of the year, the school compiled a **Research & Innovation Report** summarising:

(i) Successful pilot projects.
(ii) Innovative lesson plans.
(iii) Teacher research findings.
(iv) Impact studies (learning outcomes).
(v) Case studies of student projects.
(vi) Recommendations for next year.

This report supports reflective growth and strengthens NABET compliance.

2. *Assessment Research Report*

Introduction

At G.D. Goenka International School, Surat, we believe that assessments are not just tools to measure learning —

they are opportunities to understand each child's thinking, progress, and potential.

Our approach to assessment research this year focused on strengthening the quality, fairness, and purpose behind every test, worksheet, and exam.

This report highlights the thoughtful processes we followed to study Bloom's Taxonomy alignment, build a comprehensive question bank, and elevate assessment quality across all grades.

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2.1. Studying Bloom's Taxonomy Alignment

To ensure that our assessments reflect modern, competency-based education, the academic team engaged in a structured review of Bloom's levels.

2.1.1 Teacher Orientation

Teachers attended sessions on:

(i) Understanding Bloom's six cognitive levels.
(ii) Differentiating LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills).
(iii) Crafting questions that encourage application, analysis, and creation.

These sessions helped teachers rethink assessments as tools that **promote thinking, not memorisation**.

2.1.2 Analysis of Existing Papers

Subject teams reviewed:

(i) Previous year's question papers.
(ii) Weekly assessments.
(iii) Worksheets.

The review helped identify:

(i) Imbalance between LOTS and HOTS questions.
(ii) Scope to add more real-life or situation-based questions.

(iii) Opportunities to integrate cross-disciplinary thinking.

This honest reflection guided the revision of assessments across grades.

2.1.3 Re-Alignment of Learning Outcomes

To ensure coherence:

(i) Learning outcomes were matched with Bloom's levels.
(ii) Grade-wise benchmarks were created.
(iii) Question papers were redesigned to reflect the desired cognitive depth.

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This alignment strengthened the **clarity, fairness, and intentionality** of all assessments.

2.2 Creation of a Comprehensive Question Bank

A strong academic system requires a rich repository of well-crafted questions.
This year, our teachers collaboratively built a **multi-format, cross-grade question bank**.

2.2.1 Types of Questions Developed

The question bank included:

(i) **MCQs** aligned with understanding and application.
(ii) **Case-based questions** encouraging analysis and real-world thinking.
(iii) **Competency-based questions** aligned with NEP 2020.
(iv) **Long and short answer questions** covering conceptual and creative thinking.
(v) **Project prompts & réflexion questions.**

This diversity ensured that assessments became more **balanced, meaningful, and inclusive**.

2.2.2 Collaborative Creation Process

To maintain consistency and quality:

(i) Each subject team contributed questions.
(ii) Coordinators reviewed and standardised them.
(iii) Peer review sessions helped refine clarity and difficulty level.

Teachers collaboratively shaped the resource, making it a **shared intellectual asset** for the school.

2.2.3 Digital Repository

A digital folder was created for:

(i) Easy access to grade-wise question sets.
(ii) Year-to-year updates.
(iii) Quick integration into worksheets and periodic tests.

This repository supports long-term academic planning and smoother assessment design.

2.3 Improving Assessment Quality Across Grades

Our final and most important goal was to uplift the quality of assessments in a **human-centred, learner-friendly** manner.

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2.3.1 Balanced Paper Design

Teachers ensured:

(i) Uniform weightage distribution.
(ii) Variety in question types.
(iii) Logical sequencing from easy to challenging.
(iv) Consideration of student well-being (age-appropriate difficulty).

This made exams feel **fair, encouraging, and confidence-building**.

2.3.2 Competency-Based Focus

To align with CBSE and NEP reforms:

(i) Real-life scenarios were integrated.
(ii) Analytical and reasoning questions increased.
(iii) More cross-curricular competencies were introduced.

Students shared that these assessments felt "more meaningful" and encouraged them to think.

2.3.3 Feedback-Driven Improvement

Following each test:

(i) Teachers analysed class performance.
(ii) Difficult questions were reviewed.
(ii) Students received constructive feedback.
(iii) Misconceptions were addressed through remedial teaching.

Assessment became a cycle of **learning–reflection–improvement**, not simply scoring.

2.3.4 Inclusivity in Assessments

We ensured assessments remained:

(i) Sensitive to learner diversity.
(ii) Supportive of children with learning difficulties.
(iii) Flexible when required (oral assessments, modified papers).

This helped every child feel valued and understood.

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2.4. Human Impact of Improved Assessments

The improvements brought positive outcomes such as:

(i) Students expressing less exam anxiety.
(ii) Greater excitement for application-based tasks.
(iii) Improved confidence in solving HOTS questions.
(iv) Better alignment between teaching and testing.
(v) Higher transparency and fairness.

Teachers felt empowered, and students felt respected — the true goal of assessment reform.

Conclusion

This Assessment Research Report captures a year of thoughtful effort to strengthen our academic evaluation system with **purpose, empathy, and innovation**.

Through Bloom's alignment, question bank development, and quality improvement initiatives, G.D. Goenka International School, Surat, has reinforced its commitment to:

➢ Meaningful assessments
➢ Competency-based learning
➢ Fair and inclusive evaluation
➢ Reflective teaching practices

3. Teacher Research Support Report

Introduction

At G.D. Goenka International School, Surat, we believe that **teachers are not just educators — they are thinkers, explorers, and lifelong learners.**
Encouraging teacher research helps enrich classroom practices, deepen professional confidence, and build a culture where educators continuously grow.

This report captures the school's efforts to support teachers in writing research papers, conducting action research, and participating in academic seminars within the school.

3.1. *Encouraging Teachers to Write Research Papers*

We nurtured a culture where teachers felt confident to document their ideas, reflections, and classroom innovations.

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3.1.1 Teacher Motivation & Awareness

Teachers were encouraged through:

(i) Orientation sessions on research writing.
(ii) Sharing examples of simple classroom-based research topics.
(iii) Showcasing successful teacher research from past years.
(iv) Recognition of teachers who submitted papers.

This helped teachers realise that **their everyday classroom insights hold academic value**.

3.1.2 Support System for Writing

Teachers were supported with:

(i) Templates and guidelines for writing papers
(ii) Assistance from coordinators and IQAC members
(iii) Peer review sessions
(iv) Time allocated for research-related tasks

The aim was to make the research approachable and enjoyable, not intimidating.

3.1.3 Submissions & Presentations

Some teachers submitted:

(i) Papers on pedagogy improvements.
(ii) Studies on differentiated learning.
(iii) Research on student engagement strategies.
(iv) Action research reports on specific classroom challenges.

Presenting these findings during staff meetings boosted teacher confidence and cross-sharing of best practices.

3.2. Supporting Action Research Projects

Action research empowered teachers to **identify real classroom challenges and experiment with solutions**.

3.2.1 Action Research Orientation

Teachers were guided on:

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(i) Choosing meaningful topics (e.g., reading fluency, concept clarity in math, student motivation)
(ii) Using simple research tools (surveys, observations, checklists)
(iii) Collecting and analysing data
(iv) Reflecting on outcomes

The focus remained on *practical, doable research*, closely tied to day-to-day teaching.

3.2.2 Implementation Support

The school provided:

- Mentorship from senior teachers and academic heads
- Classroom time to implement strategies
- Tools for observation and data collection
- Encouragement to share findings

These projects helped teachers strengthen their practice and build confidence in evidence-based teaching.

3.2.3 Impact of Action Research

Teachers reported improvements such as:

- Better student motivation
- Enhanced reading and writing outcomes
- Increased participation in class
- Clarity of concepts through new teaching strategies

More importantly, it helped teachers develop a mindset of **reflection and continuous improvement**.

3.3. Conducting Seminars & Conferences Within School

To celebrate teacher expertise and promote collaborative learning, the school organised internal academic events.

3.3.1 Internal Seminars

Teachers presented on:

(i) Innovative teaching strategies
(ii) New pedagogical models
(iii) Successful classroom interventions

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(iv) Subject-specific enrichment topics ●

These seminars created a safe, respectful platform for sharing ideas and learning from each other.

3.3.2 Research Showcases

A dedicated "Teacher Research Showcase Day" allowed educators to display:

(i) Their research posters
(ii) Action research findings
(iii)Student outcome improvements
(iv) Innovative lesson designs

It helped build pride, visibility, and motivation among the staff.

3.3.3 Mini-Conferences & Panel Discussions

IQAC organised mini-conferences featuring:

(i) Teacher-led workshops
(ii) Panel discussions on NEP 2020 reforms
(iii) Sharing global educational trends
(iv) Experience-sharing circles

These events strengthened academic discourse and made teachers feel valued as **professional thinkers**.

3.4. Human Impact of Teacher Research Support

The true success of our research support initiatives lies not only in the papers written, but in the **growth we saw in our teachers**:

(i) Teachers expressed renewed enthusiasm for teaching.
(ii) Their confidence increased as they presented ideas.
(iii) Collaboration strengthened across departments.
(iv) Classroom innovations became more intentional.
(v) Students benefited from improved, reflective teaching.

By encouraging teachers to explore, question, and reflect, we nurtured a school culture where **learning flows both ways — from teachers to students and from experiences back to teachers.**

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Conclusion

This Teacher Research Support Report showcases how G.D. Goenka International School, Surat invested in the intellectual and professional growth of its educators.

Our efforts reflect a clear belief:
A school grows academically when its teachers grow academically.

Through research writing support, action research guidance, and internal academic forums, we ensured that teachers felt empowered, supported, and celebrated.

> ➢ We remain committed to building a learning community where:
> ➢ Teachers are researchers
> ➢ Classrooms are laboratories of ideas
> ➢ Reflection leads to transformation

Together, we continue to move towards excellence with purpose and humanity.

4. Students research Programs:

At our school, Student Research Programs are designed to nurture curiosity, critical thinking, and independent learning among students. These initiatives are aligned with our vision of creating a learner-centric environment where students explore ideas beyond textbooks and engage meaningfully with real-world issues.

1. Guidance to Research Clubs

The school runs dedicated research clubs that provide a structured platform for students to engage in inquiry-driven activities. Teachers act as mentors, helping students formulate research questions, collect data, analyse findings, and present their work confidently. Regular club meetings, brainstorming sessions, and field-based learning opportunities enable students to apply scientific temper and reflective thinking in their projects. Many students have successfully presented their research in inter-school events and external forums.

2. Mentorship for MUN Teams, Science Fairs & Exhibitions

Our faculty members actively mentor students participating in Model United Nations (MUN) conferences, science fairs, and academic exhibitions. Teachers support students in developing position papers, scientific models, prototypes, and thematic displays. They also conduct mock sessions, provide feedback on research content, and help learners refine their communication and presentation skills. These experiences have significantly strengthened students' confidence, leadership qualities, and collaborative learning abilities.

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3. Development of Inquiry-Based Learning Modules

To complement classroom learning, teachers at our school design inquiry-based learning modules across subjects. These modules encourage students to question, explore, experiment, and arrive at solutions on their own. Activities such as case studies, problem-solving tasks, hands-on experiments, and project-based assignments are integrated into daily teaching

practices. This approach not only enhances understanding but also promotes higher-order thinking skills and real-life application of concepts.

5. *Curriculum Development – NABET Report*

Curriculum development at our school is a continuous and collaborative process aimed at ensuring that teaching–learning practices remain contemporary, inclusive, and aligned with national educational standards. Our focus is not only on academic excellence but also on nurturing the holistic development of every learner.

5.1. Upgradation of Lesson Plans and Yearly Planners

The school regularly reviews and updates lesson plans and yearly planners to ensure that classroom instruction is meaningful and engaging. Teachers work together within their departments to refine learning objectives, incorporate innovative pedagogies, and integrate real-life applications into their plans.
Periodic review meetings allow teachers to share classroom experiences, identify learning

gaps, and improve strategies accordingly. This ongoing refinement helps maintain a dynamic curriculum that evolves with student needs and emerging educational trends.

5.2. Ensuring Alignment with NEP 2020

In keeping with the vision of NEP 2020, the school has undertaken several initiatives to align teaching–learning practices with the new policy framework.
Teachers have been oriented on competency-based education, experiential learning, and multidisciplinary approaches. Efforts are made to promote foundational literacy and numeracy, integrate art-based learning, and encourage critical thinking across subjects.
The curriculum also emphasizes flexible learning pathways, inclusion, and a shift from rote learning to conceptual understanding, ensuring that our students are well prepared for future academic and skill-based requirements.

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5.3. Review of Textbooks and Supplementary Materials

The school conducts a systematic review of prescribed textbooks and supplementary resources to ensure age-appropriate content, conceptual clarity, and alignment with learning outcomes. Subject experts evaluate materials based on relevance, accuracy, cultural sensitivity, and pedagogical value. Teachers also include additional reference materials, digital tools, and worksheets to enrich the learning experience and cater to diverse learning needs. Feedback from classroom interactions, student performance, and parent inputs further guide decisions on resource selection, ensuring that the curricular materials effectively support the teaching–learning process.

6. *Technology Adoption*

Technology plays an integral role in enhancing the learning experience at our school. With a focus on creating future-ready learners, we consistently work towards integrating digital tools and innovative practices into our teaching–learning framework. Our approach ensures that technology is not just an add-on, but a meaningful support system that enriches student engagement, creativity, and problem-solving.

6.1. Identifying Tools for Digital Learning

The school regularly identifies and evaluates digital learning tools that can support effective classroom instruction. Teachers explore a variety of platforms—ranging from interactive simulations and digital content repositories to collaborative learning apps—to make lessons more engaging and accessible.

Workshops, peer-training sessions, and hands-on demonstrations help teachers stay familiar with emerging tools. This collaborative approach ensures that educators can choose the most

appropriate digital resources for their subject needs, enhancing both teaching quality and student understanding.

6.2. Implementation of AI-Based Teaching Tools

To keep pace with modern educational advancements, the school has initiated the use of AI-powered tools in teaching and assessment. These tools assist teachers in generating differentiated worksheets, providing instant feedback, tracking learning patterns, and supporting competency-based education.

AI-driven platforms have also enabled a more personalized learning experience for students. They help identify areas where learners need additional support, allowing teachers to plan

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remediation effectively. Through structured orientation sessions, teachers are encouraged to integrate AI tools responsibly and meaningfully into their classrooms.

6.3. Promotion of Coding, Robotics & STEM Activities

In line with NEP 2020 and global educational trends, the school actively promotes coding, robotics, and STEM-based activities. Students are provided opportunities to participate in coding clubs, hands-on robotics workshops, science modelling, and maker-space activities that foster innovation and creativity.

These programs encourage students to design solutions, apply scientific thinking, and collaborate in teams—skills essential for the 21st-century learner. Participation in STEM fairs, inter-school competitions, and project showcases further strengthens their interest and confidence in technology-driven learning.

7. *Innovations & Pilot Projects – NABET Report*

Innovation is at the heart of our school's teaching–learning culture. We continually strive to introduce fresh ideas, explore new learning environments, and refine our practices to ensure that students receive engaging, meaningful, and future-oriented education. Our focus remains on experimenting thoughtfully, observing impact, and scaling successful initiatives across grades.

7.1. Running Pilot Projects in Classrooms

The school regularly initiates pilot projects to test innovative teaching strategies and new academic practices. These pilots allow teachers to experiment with alternative pedagogies such as flipped classrooms, collaborative group work, peer-led learning, and blended learning modules.
Through these small-scale trials, teachers gather valuable insights into student engagement, learning outcomes, and classroom dynamics. Based on the results, successful strategies are then streamlined and implemented more widely to enhance academic excellence.

7.2. Introducing New Learning Environments

In an effort to create dynamic and student-friendly learning spaces, the school has introduced several new learning environments. These include flexible seating arrangements, activity corners, subject-wise learning labs, and digital integration zones.
Such environments promote creativity, independence, and hands-on learning. Students benefit from opportunities to explore, design, question, and collaborate, which ultimately builds confidence and deeper conceptual understanding. The school also encourages outdoor learning, experiential activities, and theme-based classrooms to support diverse learning styles.

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7.3. Documentation of Innovations for NABET Evidence

To maintain transparency and systematic improvement, the school documents each innovation and pilot project in detail. This includes lesson observations, student feedback, teacher reflections, photographs, worksheets, and outcome reports.

The collected evidence is organised and maintained for NABET accreditation to showcase the school's commitment to quality enhancement and continuous improvement. This documentation not only supports accreditation requirements but also helps build a repository of best practices for future reference and professional development.