

# Smt. Sandraben Shroff Gnyan Dham School, Vapi

CBSE Affiliation No. 430014

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## ANNUAL REPORT

Academic Year 2025–26

### DETAILS OF TEACHING STAFF

To view the detail of teaching staff, please click the link below:

<https://www.srsignyandham.org/faculties.html#teachingstaff>

### ACTIVITY CALENDER

The school follows a well-structured Annual Activity Calendar that outlines all academic, co-curricular, sports, and cultural events planned for the year. The calendar ensures systematic and timely execution of all school activities and serves as a ready reference for students, parents, and staff alike. To view the complete Annual Activity Calendar for the academic year 2025–26, please click the link below:

<https://www.srsignyandham.org/ANNUAL%20ACTIVITIES%20CALENDER.pdf>

### 1. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

The school is deeply committed to the continuous professional growth of its teaching staff. During the academic year 2025–26, teachers participated in a wide range of training programmes organised by CBSE, NCERT, and other recognised bodies. These programmes aimed to strengthen pedagogical practices, enhance classroom effectiveness, and promote student well-being.

#### 1.1 Training Programmes

##### *(a) Happy Classrooms*

Teachers underwent training on creating joyful and inclusive learning environments conducted by our Principal, Mr. Sandeep Marhatta on 9th June 2025. The programme focused on fostering positive teacher-student relationships, promoting cooperative learning, and building a classroom culture that prioritises emotional safety and active participation.

##### *(b) Strengthening Assessment and Evaluation Practices*

An interactive training was conducted by Ms. Radhika Sengar on Strengthening Assessment and Evaluation Practices. This training equipped teachers with updated approaches to formative

and summative assessment. Emphasis was placed on competency-based evaluation, reducing rote learning, and using assessment as a tool for improving learning outcomes rather than merely measuring them.

### ***(c) Promoting Mental Health and Wellness Among Students***

A training session on Mental Health was conducted on 8th September 2025. Recognising the critical importance of student mental well-being, teachers were trained on identifying early signs of distress, creating a supportive classroom environment, and integrating social-emotional learning into daily instruction.

## **1.2 NCERT-CIET Online Training Programme**

### ***Celebrating Specific Learning Disabilities – NCERT-CIET Online Training***

This online training programme, jointly conducted by NCERT and CIET (Central Institute of Educational Technology), sensitised teachers to the nature and diversity of specific learning disabilities such as dyslexia, dysgraphia, and dyscalculia. The programme promoted a strengths-based perspective and introduced inclusive strategies for supporting learners with learning differences in the regular classroom setting.

## **1.3 Sensitisation Programme on Addressing Aggression**

### ***Building Safer School Communities (Online)***

Teachers completed an online sensitisation programme focused on understanding the root causes of aggressive behaviour among students on 2nd August 2025. The programme provided practical strategies for de-escalation, conflict resolution, and creating a safe, respectful school environment. It reinforced the school's commitment to zero tolerance for bullying and violence.

## **1.4 Online Trainings by Eblity**

In addition to the above, teachers participated in a series of specialised online training sessions conducted by Eblity, covering the following topics:

- Effective Classroom Strategies – Practical techniques for engaging diverse learners and managing dynamic classroom situations.
- Enhancing Executive Functioning Skills to Improve Learning Outcomes – Strategies for supporting students in developing planning, organisation, and self-regulation abilities.
- Addressing Behavioural Challenges – Evidence-based approaches to understanding and responding to challenging behaviours in a constructive and supportive manner.
- Additional training sessions on topics related to inclusive education, differentiated instruction, and student support.
- Additional training on how NEP/NCF competencies help students learn better.

## **1.5 In-House School Training Programmes**

**(a) Training on Use of BenQ Smart Boards**

An in-house workshop was conducted to train all teaching staff on the effective and purposeful use of BenQ interactive smart boards. Teachers were guided on integrating digital tools into lesson planning and delivery to enhance student engagement and make learning more interactive and visual.

**(b) CPR Workshop – Basic Life Saving Skills in Emergency**

A hands-on CPR and Basic Life Saving workshop was organised for teaching and non-teaching staff. Trained medical professionals conducted the session, covering cardiopulmonary resuscitation techniques. This initiative reinforces the school's commitment to the safety and well-being of all members of the school community.

**2. ACADEMIC ACHIEVEMENTS**

The school is proud of the exceptional academic performance demonstrated by its students in the CBSE Board Examinations. Several students from Class X and Class XII achieved outstanding results, with a number of students scoring 100 out of 100 in their respective subjects — a reflection of their dedication, hard work, and the committed guidance of the teaching staff. The school congratulates all its achievers and takes pride in the consistent academic excellence maintained year after year.

For a detailed list of Class X and Class XII toppers and subject-wise top scorers, please visit:

[https://www.srsgnyandham.org/achievements.html#xii\\_toppers](https://www.srsgnyandham.org/achievements.html#xii_toppers)

[https://www.srsgnyandham.org/achievements.html#x\\_toppers](https://www.srsgnyandham.org/achievements.html#x_toppers)

**3. ENVIRONMENTAL EDUCATION – EFFORTS AND INITIATIVES**

Environmental education remains an integral part of the school's ethos. Throughout the academic year 2025–26, the school organised a range of meaningful activities to build environmental awareness, responsibility, and stewardship among students across all age groups. Significant national and international environmental observances were marked with planned academic and co-curricular activities.

**3.1 Environment-Related Days Observed and Activities Conducted**

Day / Observance	Activities Undertaken
<b>World Ocean Day</b>	Awareness discussions in classrooms, student presentations on marine conservation, and reflection on the impact of plastic pollution on ocean ecosystems.

<b>International Day for Biological Diversity</b>	Interactive sessions on local biodiversity, identification of plants and birds found on the school campus, and poster-making activities.
<b>World Environment Day</b>	Poster-making competition on environmental themes, pledge-taking activity, and special morning assembly highlighting key environmental concerns.
<b>World Earth Day</b>	Classroom discussions and presentations on sustainable living. Students participated in a lesson on waste segregation and the importance of source-level waste management.
<b>Nature Conservation Day</b>	Guided reflective activity on the school grounds to observe and document campus biodiversity, followed by a group discussion on conservation responsibilities.
<b>World Habitat Day</b>	Presentations and discussions on the importance of natural habitats and the role of human activity in habitat loss and restoration.
<b>Wildlife Week</b>	A week-long series of activities including poster-making, seed germination experiments, guided nature walks on the school ground, and class presentations on local and endangered wildlife.

### 3.2 Special Assembly Week on Nature Education

A dedicated Special Assembly Week was organised around the theme of Nature Education. Each day of the week featured student-led assemblies incorporating short talks, creative presentations, poems, and reflections on environmental topics. This initiative encouraged students to take ownership of environmental messaging and communicate it meaningfully to their peers.

### 3.3 Seed Germination Activity

Students across classes participated in hands-on seed germination experiments. This activity provided a direct, experiential understanding of plant life cycles, the conditions required for growth, and the importance of nurturing the natural world. Students maintained observation journals to record and reflect on their findings.

### 3.4 Reflective Guided Activity – Understanding School Biodiversity

A specially designed reflective guided activity was conducted on the school grounds. Students were led through a structured exploration of the campus to observe, identify, and appreciate the biodiversity present within the school environment. The activity was followed by a group discussion encouraging students to think critically about conservation and their own role as environmental stewards.

## 4. INNOVATIONS IN TEACHING, LEARNING, AND CO-CURRICULAR ACTIVITIES

The school continually strives to move beyond traditional approaches in both academic delivery and co-curricular engagement. During the academic year 2025–26, several innovative practices were introduced or strengthened to make learning more meaningful, participatory, and student-centred.

### 4.1 Innovative Teaching and Learning Methods

Innovation is deeply embedded in the everyday teaching and learning experience at the school. Teachers across subjects and classes regularly employ a variety of engaging and student-centred pedagogical approaches. Role plays and dramatisation are used to bring concepts to life, particularly in languages, social sciences, and life skills. Quizzes, classroom competitions, and gamified learning activities are incorporated to make revision enjoyable and to encourage healthy academic participation. The school's BenQ interactive smart boards are used extensively across classrooms to deliver visually rich, multimedia-integrated lessons that cater to diverse learning styles. Concept mapping, group discussions, project-based learning, and peer teaching are practised regularly to deepen understanding and build critical thinking. Subject-specific activities such as science experiments, mathematical puzzles, map work, and language labs further enrich the learning experience. Field visits are also organised as an important extension of classroom learning — on Constitution Day, students visited the Vapi Court to gain a firsthand understanding of the judicial system and constitutional values in practice. These varied approaches reflect the school's commitment to moving beyond rote learning and nurturing curious, confident, and independent learners.

### 4.2 Innovative Morning Assemblies

Morning assemblies were reimagined as dynamic platforms for student expression, learning, and community building. Rather than following a routine format, assemblies were structured around thoughtful themes, with students taking the lead in planning and presenting. Topics addressed during the year included:

- Mental health and emotional well-being – normalising conversations around stress, self-care, and seeking help.
- Unsung heroes – spotlighting lesser-known contributors to society, science, arts, and public life.
- Education and the joy of learning – student reflections on meaningful learning experiences.
- Nature and environment – messages on conservation, sustainability, and biodiversity.
- Soft skills – communication, teamwork, empathy, and leadership.
- Kindness and compassion – stories and reflections promoting a culture of care within the school.
- Global and national educational systems – comparative explorations sparking curiosity about learning across the world.

These assemblies developed public speaking, research, and presentation skills while fostering a strong sense of community values and social responsibility among students.

## 5. SPORTS ACHIEVEMENTS

The school had an outstanding year in sports, with students excelling across a wide range of competitions at the school, district, state, and national levels.

### 5.1 Badminton

Students delivered remarkable performances across multiple tournaments. At the School Games (SGFI), students secured positions across Under 14, Under 17, and Under 19 categories in both boys' and girls' events. At Khel Mahakumbh, Reyansh Shah clinched 1st place in U-14 Boys Singles, while Ira Bhanushali secured 5th place in U-14 Girls Singles. At the KRIDA Indoor Games organised by the Lions Club of Bulsar, Swara Patel won 2nd position in the Girls' group, and Ira Goyal and Harshi Vashi secured 2nd position in the Girls' Doubles group. At the tournament organised by Amrold Badminton and Fitness Academy, students won multiple titles — Reyansh Shah and Naitri Sapovadiya won 1st in U-14 Mixed Doubles, Dhruv Borole and Prisha Patel won 1st in U-17 Mixed Doubles, Naitri Sapovadiya won 1st in U-14 Girls Singles, Reyansh Shah won 1st in U-14 Boys Singles, and Swara Patel won 1st in U-17 Girls Singles. At the tournament organised by Asha Dham School, Naitri Sapovadiya won 1st in Singles, Naitri Sapovadiya and Ira Goyal won 1st in Doubles, and Ruthwik Parag secured 2nd position. At the Indoor Sports Meet 2.0 organised by GAPS, Naitri Sapovadiya won 1st and Ira Goyal won 2nd in the Girls' group, and Vaidik Solanki won 2nd in the Boys' group. At the Yonex Sunrise Gujarat State Badminton Championship, Reyansh Shah secured 3rd position in U-13 Boys Singles. Notably, Reyansh Shah of Class VII has been selected for the National Level Badminton Tournament organised by the School Games Federation of India (SGFI).

### 5.2 Table Tennis

Trishaanth Bhatt secured 4th position in Under 19 Boys and Sabbhya Rungta won 1st position in Under 19 Girls at SGFI. At the Indoor Sports Meet 2.0 organised by GAPS, Sabbhya Rungta won 1st in the Girls' group and Hitarth Shah won 1st in the Boys' group.

### 5.3 Chess

Isha Bhanushali won 1st position and Meera Bhanushali secured 3rd position in Under 14 Girls at SGFI, while Swastik Arora won 2nd position in Under 14 Boys. At Khel Mahakumbh, Meera Bhanushali secured 2nd position in U-14 Girls. At the tournament organised by NUMA Daman, Swastik Arora won 1st in Under 14 Boys and Isha Bhanushali won 1st in Under 14 Girls. At the tournament organised by Kings Chess Academy Daman, Swastik Arora secured 5th position in the Open Category and 7th position in Under 13 Boys. At the Indoor Sports Meet 2.0 organised by GAPS, Dhruv Talera won 1st in the Boys' group and Meera Bhanushali secured 2nd in the Girls' group. Meera Bhanushali of Class VII C has been selected for the National Level Chess Tournament and will be representing the school at Ranchi.

### 5.4 Basketball

The basketball teams had a strong showing, with the Under 19 Boys team finishing 2nd in the District at SGFI, and the Under 17 Girls team also securing 2nd position in the District at Khel Mahakumbh.

### 5.5 Skating

At SGFI, Anushri Garg won 3rd position in Under 11 Girls Inline, Daksh Jain secured 5th position in Under 11 Boys Inline, Kanan Kachhadiya finished 4th in Under 17 Boys Inline, and Dhruvikumariba Jadeja finished 4th in Under 17 Girls Inline.

## 5.6 Football

The Under 19 Boys Football team was selected for the State Level competition at SGFI, reflecting the growing strength of the school's football programme.

## 5.7 Athletics

Honey Pandya achieved 1st position at the Taluka level and 2nd position at the District level in Under 19 Girls Shotput at SGFI.

## 5.8 Annual Sports Day – Sports Odyssey

The school hosted its grand two-day Annual Sports Day, Sports Odyssey, celebrating athletic excellence and team spirit. The event featured a disciplined March Past, relay races, track and field events, and a range of competitive races, bringing together students across classes in a spirit of healthy competition and sportsmanship.

## 5.9 Khel Mahakumbh 3.0

Students of the school participated in Khel Mahakumbh 3.0, held on 13 November 2025, and were awarded certificates of participation in recognition of their sporting spirit and performance.

The school takes great pride in the dedication, discipline, and sporting spirit demonstrated by all its student athletes throughout the year.

# 6. PARENT-TEACHER ASSOCIATION (PTA) ACTIVITIES

The school places great importance on maintaining regular and meaningful communication with parents. The Parent-Teacher Association (PTA) serves as a key platform for building a strong partnership between the school and families, ensuring that parents remain actively informed and engaged in their child's academic progress and overall development.

## 6.1 Parent-Teacher Meetings (Open Houses)

The school conducts regular Parent-Teacher Meetings after each examination cycle, separately for different classes and sections. These meetings, referred to as Open Houses, provide parents with a structured opportunity to meet subject teachers and receive a comprehensive update on their child's academic performance. During each meeting, parents are briefed on their child's strengths, areas that require further attention and improvement, and practical guidance on how they can support learning at home. Five Open Houses have been conducted during the academic year 2025–26, and the sixth and final meeting is scheduled after the Annual Examination.

In addition, a special Parent-Teacher Meeting was organised exclusively for parents of Class XII students, providing focused guidance on board examination preparation, subject-wise performance, and support strategies for this critical academic stage.

## 6.2 School Updates and Presentations at Parent-Teacher Meetings

Each PTA meeting includes a dedicated session in which parents are updated on the wider activities and initiatives of the school. A PowerPoint presentation is shared at every PTA, covering key events, programmes, and achievements of the term. This practice ensures that parents are well-informed about the holistic life of the school – beyond academics – and fosters a sense of community partnership and shared purpose between the school and its parent community.

## 7. Important SMC decisions

The School Management Committee (SMC) of Gyandham School took several important decisions to ensure the overall development of the school and improvement in academic standards. It was decided to implement a structured academic improvement plan with special focus on weak learners through remedial classes and regular performance review meetings. The committee emphasized strict monitoring of student attendance and resolved to inform parents of students having less than 75% attendance. To improve infrastructure, approval was given for maintenance of classrooms, washrooms, and drinking water facilities, along with the installation of additional CCTV cameras and development of a smart classroom to promote digital learning.

The SMC also focused on safety and security measures by forming a School Safety Committee and planning regular fire drills and disaster management training. Promotion of co-curricular activities such as sports, cultural events, and inter-house competitions was encouraged to ensure holistic development of students. The committee decided to conduct quarterly Parent-Teacher Meetings to strengthen parent-school collaboration and introduce a feedback system for continuous improvement. Financial transparency was ensured by reviewing the utilization of school development funds and displaying expenditure details publicly. Furthermore, the SMC resolved to enhance the use of ICT tools in teaching and provide necessary support, including textbooks and uniforms, to economically weaker students to promote inclusive education.

*This report has been prepared in accordance with the guidelines issued by the Central Board of Secondary Education (CBSE) for submission on the school website.*

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Principal's Signature: Sandeep Marhatta Date: 15 JAN, 2026.