



Aspire Indian International School, Kuwait

Annual Report (2025-2026)

From the Principal's Desk

Dear Parents and Students

“Education is not the filling of a vessel, but the lighting of a flame that continues to illuminate life.”

As we reflect on another meaningful academic session at Aspire Indian International School, we are reminded that true education is not merely the acquisition of information but the development of thoughtful, resilient and compassionate learners. Even amidst challenging circumstances, our school community has remained committed to the pursuit of learning, growth and character.

Aligned with the vision of the **Central Board of Secondary Education (CBSE)** and the **National Education Policy (NEP)**, our pedagogical approach emphasizes competency-based learning, experiential education and holistic development. The focus today is not only on what children learn but how they learn. The development of *metacognition—helping learners become aware of their own thinking and learning processes—* is a crucial aspect of modern education. When students reflect on how they learn, they become more confident, independent and purposeful in their academic journey.



At AIIS, we draw deeply from the psychology and philosophy of learning, recognizing that every child is unique and learns in different ways. Our educators strive to create classrooms that nurture curiosity, encourage questioning and inspire exploration. The pedagogy of learning practiced at our school integrates inquiry, collaboration, creativity and critical thinking so that students grow not only as scholars but also as responsible global citizens.

However, beyond curriculum frameworks and educational theories, we believe in a powerful and timeless truth: the love for learning and the love from teachers are the greatest catalysts of meaningful education. When a child feels valued, understood and encouraged, learning becomes a joyful journey rather than an obligation.

Our teachers at AIIS remain deeply committed to nurturing young minds with patience, empathy and dedication. Together with the continued support of our parents, we are building a learning community where children develop confidence, integrity, resilience and a lifelong passion for knowledge.

Let us continue to work together to create an environment where every learner feels inspired to dream, discover and achieve.

“The true purpose of education is to cultivate minds that think, hearts that care and individuals who continue learning long after the classroom doors close.”

Dr. Geetika Ahuja
Principal

School Vision, Mission and Core Values

Profile

A visionary, progressive, and value-oriented institution with a focus on character building. Our motto is IGNITED MINDS who strive for excellence.

Every student is groomed to be a progressive global citizen who upholds the rich legacy of the school with pride and integrity.

Vision and Philosophy

The vision of the school is to build, develop and nurture an ever-learning and forever evolving realm of students, teachers, and parents where every member believes in the possibility of the progressive development of all faculties.



To provide opportunities where every student gets a chance to recognize his/her strength and develop skills as per their choice. We are committed to creating a learning environment free of judgment and conformity.

To foster a lifelong love for learning and putting the child on the road to independence simultaneously ensuring high levels of motivation.

To draw inspiration from the philosophy of holistic education.

To integrate intellectual, physical, mental, social, and emotional development of children thereby ensuring our aspirants blossom with a high happiness quotient.

Mission Statement

The Mission is to provide the state-of-the-art facilities and world class education, incorporating values, building character and competence in students. The very essence of the school ethos is to develop a positive attitude and progressive mindset through:

1. Self-awareness (Courage to make mistakes and learn from them)
2. Social awareness and personal responsibility (I am family, society nation)
3. Empathy (understanding that someone else's sorrow, pain happiness, and success is as meaningful as your own)
4. Passion for excellence (Keep challenging yourself)
5. Kindness (We rise by lifting others)



- 6.Honesty and ethical practices (If you want to be trusted, be honest)
- 7.Equality and Equity (Sameness and fairness)
- 8.Pride in Heritage and Glory in Future
- 9.Integrity and transparency (practice what you preach)
- 10.Willingness (preparedness for competition and challenges)

Strategic Direction for Academic Year

The school's strategic direction for the academic year focused on strengthening academic quality and holistic student development. Academic Improvement Plans were guided by insights from the CBSE School Academic Performance Report Card (**HPC - Holistic Progress Card**) and **SAFAL** result analysis to identify subject-wise gaps and enhance learning outcomes. A structured Annual Pedagogical Plan (APP) was implemented integrating art, ICT and multidisciplinary approaches into classroom practices. Emphasis was placed on



competency-based learning in alignment with **NEP 2020** to promote conceptual understanding and higher-order thinking. Teacher **capacity building** remained a priority through targeted **professional development programmes**, while initiatives in sports, wellbeing and ongoing infrastructure enhancement - including facilities such as VR labs, robotics labs, indoor gymnasium and a swimming pool supported the overall growth of students.



Administrative and Academic Leadership

The school leadership ensured effective coordination of academic and administrative processes through **systematic planning, monitoring and collaborative decision-making**. Continuous review of institutional practices **strengthened accountability** and supported a well-organized learning environment.

Key focus areas included:

- **Regular academic review meetings and classroom observations** to monitor teaching - learning processes.
- **Collaborative leadership** involving coordinators and faculty in planning and implementation of school initiatives.
- **Efficient administrative management** to ensure smooth school operations, discipline and student safety.
- **Transparent communication** with parents and stakeholders to strengthen institutional trust and accountability.

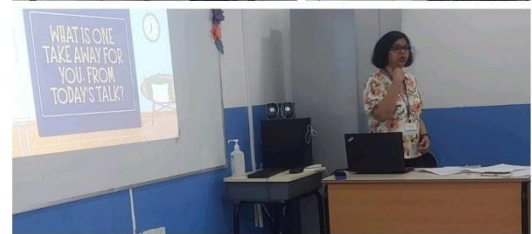


This collective leadership approach supported the school's commitment to quality education and continuous improvement.

TEACHING AND LEARNING

Pedagogical Practices at Aspire

At Aspire Indian International School, our pedagogical practices are rooted in a dynamic blend of globally recognized educational philosophies and contemporary learning frameworks. Drawing inspiration from thinkers such as Maria Montessori, Jean Piaget, Lev Vygotsky, John Dewey and Howard Gardner, our approach emphasizes child-centred, experiential and inquiry-driven learning. Guided by Bloom's Taxonomy and aligned with modern curriculum frameworks, we integrate multiple intelligence theory, constructivist, experiential and competency-based methodologies to cultivate collaborative, reflective and self-directed learners. Our classrooms encourage exploration, dialogue and meaningful engagement, recognising that children actively construct knowledge through interaction, play and real-world experiences.



Professional Development of Teachers

Our teachers actively participated in professional development programs focused on

- Skill-Based and Experiential Learning
- National Curriculum Framework for the Foundational Stage
- Foundational Literacy and Numeracy
- Early Childhood Care and Education
- Balvatika and Jadui Pitara
- Art Integration
- Classroom SOPs
- ICT and AI in Education
- Inclusive Classrooms
- Phonics



Balvatika Training



- Nature-based learning.
- Empowering educators to Inspire, Innovate, and Ignite..

Professional development in our school is given high priority to enhance teachers' knowledge, skills, and overall effectiveness. Teachers engage in continuous learning through classroom observation, peer interaction, innovative teaching strategies, participation in in-house training sessions, and attending CBSE training programs. Focus areas include student engagement, content mastery, assessment, instruction, learning environment, collaboration, and professional responsibility. Regular professional growth enables teachers to stay updated, adopt new pedagogical approaches, and improve student learning outcomes, ensuring our school maintains high teaching standards and prepares students for the demands of the modern world.

Teachers' Professional Development Workshops

A series of professional development workshops were organized for teachers to enhance their pedagogical skills and keep them updated with modern educational practices.

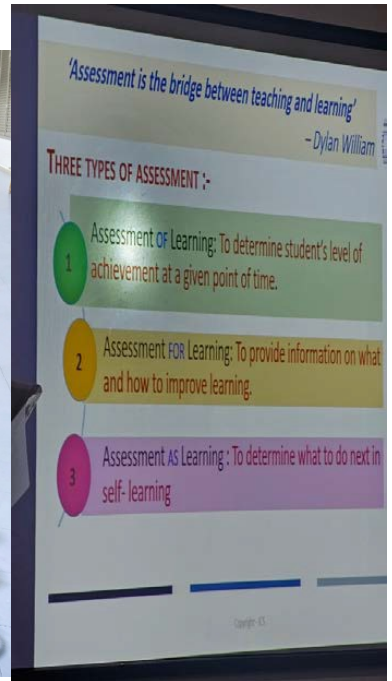
In-house trainings were conducted by teachers for teachers on key professional development topics to enhance teaching skills and classroom effectiveness. The sessions focused on: topics like,

1. Self-Control, Communication, and Classroom Management
2. Empowering Education through Technology
3. Effective Teaching Strategies to Enhance Reading, Writing, and Literacy Skills
4. Alternative Assessment Techniques in the 21st Century

Workshops were also conducted by external teams. Also teachers were oriented on the Key Principles of the National Education Policy (NEP) and the concept of Learning through Art Integration at the Secondary Stage, which emphasized experiential and creative learning. A session on Social Science textbook content helped educators better understand subject concepts and effective teaching methods.

Workshops on Cyber Security and Safety and A Blended Learning Solution highlighted the role of technology and digital platforms in education. A Session on 'Are We Preparing Students for Jobs That Don't Exist Yet' encouraged teachers to focus on developing students' life skills, adaptability and future readiness. Overall, the workshops were highly informative and equipped teachers with valuable insights and strategies to make teaching more effective and engaging.





Two-Day Orientation for Teachers at Aspire Indian International School



A two-day orientation programme was conducted in March 2025 at Aspire Indian International School, led by the Principal, for all teaching staff. The programme was designed to familiarize teachers with the school's vision, teaching methodologies, policies, and expectations for the academic year.

The Principal highlighted the school's mission, academic objectives and laid emphasis on holistic development. Sessions included guidance on effective classroom management, curriculum planning and student engagement strategies. Teachers were encouraged to participate actively and discuss challenges faced in teaching.

Interactive sessions were conducted to enhance professional skills, including innovative teaching methods, leadership, collaboration and fostering a positive learning environment. Emphasis was also laid on ethical practices, student well-being and maintaining productive teacher-student relationships.

The orientation was highly informative and motivating. It equipped teachers with a clear understanding of their roles and responsibilities, helping them align with the school's educational philosophy and contribute effectively to the growth and development of students.



First Aid Training for Teachers

A First Aid Training session was organized in the school to equip teachers with essential life-saving skills. The training was conducted by a team of professional nurses who guided the teachers on how to respond effectively during medical emergencies.

The session mainly focused on Cardiopulmonary Resuscitation (CPR), Basic Life Support (BLS), and management of choking. The nurses explained the importance of immediate action during emergencies and demonstrated the correct techniques to help a person who has stopped breathing or is choking.

During the CPR demonstration, teachers learned the correct method of chest compressions and rescue breathing that can help restore blood circulation and breathing in an emergency situation. In the BLS training, the nurses explained the basic steps to follow when a person collapses or becomes unconscious, including checking responsiveness, calling for help and providing life-support measures until medical assistance arrives.

The session was highly informative and beneficial. It helped teachers gain awareness and confidence to handle emergency situations and ensure the safety and well-being of students in the school environment.



Digital Learning Initiatives

Aspire Indian International School is committed to integrating technology to enrich the teaching–learning process and develop 21st-century skills among students. The school has **two well-equipped Computer Labs and a dedicated Robotics Lab** that support practical learning and innovation. The **TMS School App** facilitates communication, sharing of academic updates, and submission of assignments. **Technology-enabled classrooms** with smart boards and multimedia resources promote interactive learning. The **VR Lab** provides immersive experiences while **online classes** through **Microsoft Teams** ensure continuity and collaboration. Students also engage in **coding and AI learning activities** and prepare digital assignments and presentations using **Microsoft tools**. The **Robotics Programme** for Grades 1–8 has achieved notable success, including **Scott and Anantha of class XI winning Second Prize in the Robotic Football event at InnoEx 2025, TEF Kuwait’s Grand Science and Technology Carnival**. These initiatives collectively foster innovation, digital competence and prepare students for future academic and professional challenges.

ACADEMIC EXCELLENCE

1. KINDERGARTEN

Curriculum Highlights and Innovations

In kindergarten AIIS focuses on the overall growth and development of each child—academically, socially, emotionally and physically. Our curriculum was thoughtfully designed to nurture curiosity, creativity, confidence and a lifelong love for learning in our young learners.

Children explored

- Literacy through ‘Phonics’, ‘Show and tell’, ‘Role Play’ and ‘Storytelling’.
- Math with playful manipulatives.

- Science through experiments.

Innovations included digital learning, life skill development and sensory- rich activities. “**Buddy Reading**” programme- pairing older and younger learners was introduced. These interactive learning modules enhanced engagement and supported diverse learning styles in every child’s early learning journey.

Student Achievement Overview

Kindergarten students have shown excellent progress in academics and co-curricular activities. They improved their handwriting and actively participated in the handwriting and coloring competition with great creativity. Students confidently took part in the “**Poem Recitation Competition**” and showcased their talents on “**Sports Day**”.



They also participated in the “**Interschool Dance Competition-Groove 2026**”.

Additionally, students proudly represented the school in the “**Quran Rendition Competition**”, winning the **second and third positions** organized by the Ministry of Education demonstrating confidence and enthusiasm throughout.



Subject-wise academic Progress

In LKG classes we began with gross and fine motor skill activities to provide our little learners with ample physical exercise to strengthen their developing muscles in a fun and engaging way.

Phonics-based reading equipped our children with strong foundational skills, enabling them to read confidently and fluently.

Introduced to number recognition, counting, patterns and basic operations where children learnt better with hands on experience.

Weekly themes integrated science, social studies, art and language. Children explored topics such as community helpers and the environment through interactive discussions and themed activities like -

Colour days, Role play and special celebration days. They also learnt about cultural diversity by celebrating different festivals



This year, our Kindergarten classrooms were full of energy, laughter, and meaningful learning. Children stayed actively engaged through hands-on activities that made concepts easy and enjoyable to understand. Special days like **Fun in the Sun and Crazy Hair Day** brought lots of excitement and encouraged creativity. Simple experiments sparked curiosity and helped children think and observe carefully. Overall, learning was joyful, interactive, and focused on the all round development of every child.



2. CBSE Grade 1 and 2

Subject Enrichment Activities

Various subject enrichment activities were conducted to make learning engaging for Grade 1 and 2 students.

1. **Spell Bee activities** helped improve vocabulary, pronunciation and spelling confidently.
2. **Math Lab hands-on activities** using pompoms and egg trays helped children understand addition and multiplication through visual learning.
3. **Science experiments** such as the 'Go Away Germs' activity using black pepper and cotton buds taught children the importance of washing hands and staying hygienic.
4. **Creative activities** like Storytelling Competition and Crazy Hat Competition encouraged imagination, expression and participation among students.

Children's Overview / Activity Outcome

Hands-on learning activities, especially Math Lab sessions helped students understand concepts such as addition, subtraction and multiplication in an enjoyable way. The Abacus activity using toothpicks and marshmallows helped students clearly understand tens, ones and counting.

English reading and spelling activities made learning more interesting and students showed greater confidence and enthusiasm.

Overall, these activities strengthened conceptual understanding and independent learning.

Subject-wise Report

Strategies and Support Provided by teacher for students with difficulty.

- Conducted daily phonics practice sessions.
- Provided guided reading in small groups.
- Encouraged sentence framing using visual prompts.

Special Efforts / Interventions:

- One-on-one reading support twice a week.
- Parents were informed to involve the child in daily reading practice.
- During library period, they were encouraged to read simple story books.

- Regular writing practice was given with guidance.

Improvement Shown: The students can now confidently read simple sentences independently and show better understanding of their reading. Their writing has improved and they are beginning to form meaningful sentences.

Some students have shown remarkable improvement over the academic year. Initially they faced challenges in reading and writing skills and required additional guidance to complete their tasks. They also needed encouragement in maintaining personal hygiene and appropriate classroom behavior.

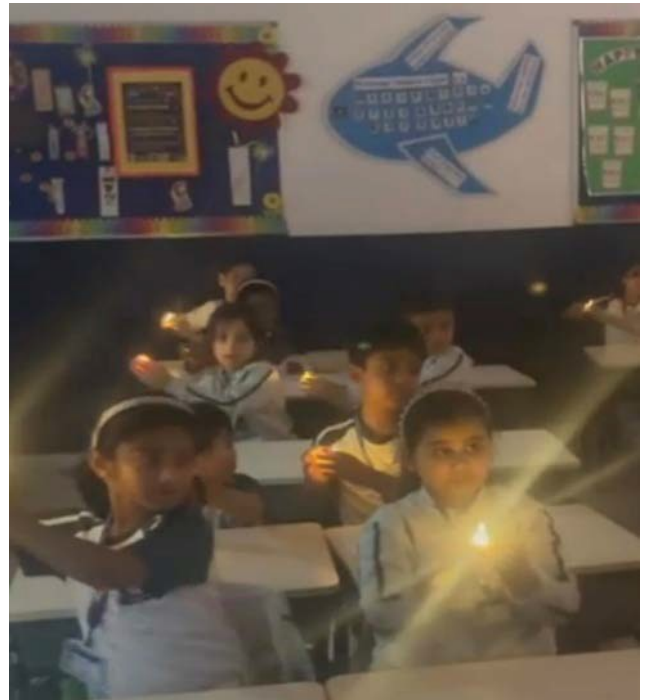
With consistent support and determination, students made outstanding progress. Their handwriting improved significantly and now one of the best in the class. They were able to read paragraphs independently and confidently, showing great development in their literacy skills.

Students now interact positively with peers and teachers, maintain a pleasant attitude and have become more responsible and independent in managing their work and daily routines.

Subject enrichment activities planned for Grade 1 and 2 students have also helped learners who were struggling with basic reading, writing and mathematical concepts to improve steadily.

Special Initiatives

Holding Light Activity: This activity was introduced to help children relax and improve concentration. Students held small LED candles while performing gentle movements to soft background music. The activity encouraged mindfulness, calmness, body control and better focus among the children.



Life skill activities: Activities like buttoning-unbuttoning and folding clothes neatly helped students develop creativity, independence, kindness and practical life skills.



3. CBSE Grade 3

Subject-wise Academic Progress

Students in Grade 3 showed noticeable progress in Listening, Speaking, Reading, and Writing (LSRW) skills throughout the academic year. Listening and speaking skills improved through classroom discussions, storytelling, and interactive activities. Reading skills were developed through guided reading, comprehension exercises, and regular practice. Writing skills improved as students practiced sentence formation, paragraph writing, and simple creative writing tasks. Continuous assessments and classroom activities helped monitor progress. Additional support was provided to students who required guidance, ensuring steady improvement in their overall language abilities.

Student Achievement Overview

Students showed steady progress in their academic performance throughout the year. Continuous assessments, classroom activities, and enrichment programs helped many students improve their

understanding and skills in different subjects. A number of students demonstrated consistent growth and actively participated in competitions and class activities. At the same time, special attention and support were given to students who needed additional guidance. Through regular feedback, practice, and encouragement, efforts were made to help every student improve and achieve better learning outcomes.

Examination results and performance trends

- Students in Grade 3 showed noticeable progress in Listening, Speaking, Reading and Writing (LSRW) skills throughout the academic year.
- Listening and speaking skills improved through classroom discussions, storytelling and interactive activities.
- Reading skills were developed through guided reading sessions, comprehension exercises and regular reading practice.
- Writing skills improved as students practiced sentence formation, paragraph writing and simple creative writing tasks.
- Continuous assessments and classroom activities helped monitor students' progress regularly.

Additional support was provided to students who required extra guidance, ensuring steady improvement in their overall language abilities.

Curriculum Highlights and Innovations

- **Concept-Based Teaching Approaches**

Teachers used real-life examples to improve students' conceptual understanding.

Assessments included Higher Order Thinking Skills (HOTS) to develop analytical thinking.

- **Activity-Oriented Learning**

Science experiments and demonstrations were conducted.

Mathematics lab activities, role plays, storytelling, project work, and group discussions enhanced participation.

- **Creative Learning Through Arts**

Art-based activities were integrated with subjects to encourage creativity and better understanding of concepts.

- **Digital Support in Classrooms**

Smart classrooms, educational videos, and online quizzes were used to make learning interactive and engaging.

- **Development of Essential Skills**

Students developed communication, critical thinking, leadership, and collaboration skills through various activities.

- **Ongoing Student Evaluation**

Regular formative assessments, subject enrichment activities, and periodic tests were conducted to monitor progress.

The curriculum initiatives implemented during the academic year promoted active learning, creativity, and skill development among students. The school will continue to focus on innovative teaching practices and align its methods with the evolving CBSE curriculum framework to ensure holistic development of learners.

Classroom engagement and innovation

Classroom learning was made engaging through innovative methods like gamification, project-based learning, and interactive activities. Group projects encouraged teamwork, collaboration, and respect for diverse viewpoints. Vocabulary-building activities, including word games, quizzes, and Spell Bee, enhanced students' language skills. Math Lab activities allowed students to explore mathematical concepts practically, while role-play and fun science experiments provided hands-on learning experiences, making concepts easier to understand and remember. Beyond academics, these activities developed life skills such as communication, leadership, problem-solving, and resilience, preparing students for real-world applications.

4. CBSE Grade 4

The academic year 2025-26 was a productive year for grade 4. There were many academic and co-curricular activities planned throughout the year in accordance with CBSE guidelines. These involved not only innovative practices of teaching but also the activities that focussed on developing conceptual understanding, creativity, collaboration and critical thinking skills.

a) Art Integrated Projects

Grade 4 did Art integrated projects integrating Math and EVS. Students represented the fauna of Andaman & Nicobar Islands in the form of multiplication arrays and presented it in a pictograph.



b) Subject Enrichment Activities

Several enrichment activities were organized to make learning enjoyable and meaningful. In Mathematics, students participated in activities like **tessellation and pattern exploration** which helped develop spatial reasoning. In EVS, hands-on activities such as making airplane with straws, creating their own board game, Healthy eating – sandwiches helped students understand concepts through practical learning.



c) Co-curricular Activities

Students enthusiastically participated in various school events and celebrations such as Kuwait National Day, Indian Republic Day, Literacy Day, Environment Awareness Day and other cultural activities. These events helped students appreciate different cultures and develop a sense of community and national pride. Students also participated in various Inter-house Sports competitions and Inter-school English Choral Recitation, Group Dance, Best out of waste and Fancy Dress competitions held throughout the year.



b) Experiential Learning

Many Role play competitions in EVS, Story competition competitions in languages, Math lab activities were organised which helped them to understand the subject in a more engaging way. Students were encouraged to think critically, express their ideas confidently and work in collaboration with their peers.



d) Club activities

Variety of activities were organised for students to get the opportunity to from swimming classes to Life Skill based activities like – Situation Based learning, Budgeting, Financial skills of understanding needs and wants, First aid, Importance of Hair and dental hygiene and Understanding Traffic signals. These activities helped in developing problem-solving skills, creativity, communication skills, and overall confidence among students, in line with the vision of holistic development.



e) Use of technology

Students were exposed to different online platforms to learn and do quizzes and worksheets. These platforms helped reinforce learning. They also had the opportunity to extend their understanding of ongoing topics through engaging VR classes.



f) Assessments

Students were assessed in continuous and comprehensive way, so every student gets a chance to exhibit their potential. There were formative assessments, Summative assessments, Subjects Enrichment activities, small Quizzes and Projects. It helped monitor students' progress and strengthen their learning. This was in alignment with CBSE curriculum framework.

5. CBSE Grade -5

Curriculum Highlights and Innovations:

This report outlines the major curriculum initiatives and innovative teaching practices implemented during the academic session to enhance student learning and align with CBSE's competency-based education framework. The focus has been on experiential learning, skill development and integration of technology to promote holistic development of students.

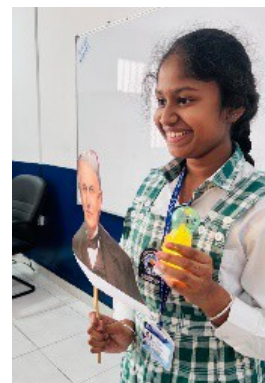
1. In line with CBSE guidelines, teachers incorporated competency-based learning strategies such as

Real-life examples to strengthen conceptual understanding:

- Higher Order Thinking Skills (HOTS) in assessments.

2. Teachers integrated experiential learning strategies across subjects

- Hands-on science experiments and demonstrations
- Mathematics lab activities



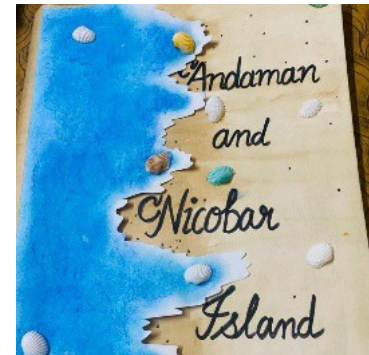
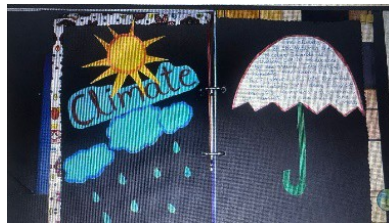
- Role play, storytelling and interactive activities in languages

- Project work and group discussions

These methods enhanced classroom participation and deeper understanding.



3. Art integrated project in Curriculum.



4. Integration of Technology in Teaching.

- Smart classrooms
- Educational videos
- Online quizzes and assessments



5. Skill Education and Life Skills Development.

The curriculum emphasized development of important life skills:

- Communication and presentation skills
- Critical thinking and problem solving
- Leadership and collaboration



6. Continuous and Comprehensive Assessment.

- Formative assessments
- Periodic tests and competency-based questions
- Subject enrichment activities

The curriculum initiatives implemented during the academic year helped promote active learning, creativity and skill development among students.



Continuous efforts will be made to further strengthen innovative teaching practices and align with the evolving CBSE curriculum framework.

Student Achievement Overview:

Students demonstrated steady progress in academic subjects through periodic assessments and competency-based evaluation.

- Improvement in overall pass percentage across classes.

Average percentage for class 5 is 75% and above (Half Yearly)

Regular monitoring through periodic tests, subject enrichment activities and projects. **Co-Curricular Achievements:**

Students actively participated in various school-level and inter-school competitions.

- Quiz competitions
- English Choral Recitation competition



Sports Achievements:

Students participated the school in various sports activities.

- Hurdle race
- 50 m race

The overall student performance during the academic session reflects consistent academic progress and active participation in co-curricular and sports activities. The school continues to support holistic development and aims to further enhance student achievements in the coming academic year.



Subject-wise Academic Progress:

The student has shown consistent progress in most subjects. With regular practice in weaker areas, performance can improve further. Participation in class activities is encouraging.

Examination Results and Performance Trends:

The overall academic performance of the class shows gradual improvement. With focused attention on a few subjects, better results can be achieved in the next examination.

6. CBSE Grade -6-12

Curriculum Highlights and Innovations

The school continues to strengthen its academic framework by incorporating innovative practices aimed at supporting the holistic development of students.



One of the key initiatives is the **Mentor–Mentee Programme**, where teachers are assigned a group of students to guide and support them academically and emotionally. This programme helps in building strong teacher–student relationships and ensures that each student receives individual attention and encouragement.

Another important feature is the maintenance of a **dossier record** for every student. These records help teachers track students’ academic performance, participation, strengths, and areas that require improvement. The dossiers provide a comprehensive profile of each learner and assist teachers in planning suitable learning strategies.

The school also conducts **remedial classes** for students who require additional academic support. These sessions focus on clarifying concepts, strengthening subject understanding, and helping students improve their performance through targeted guidance.

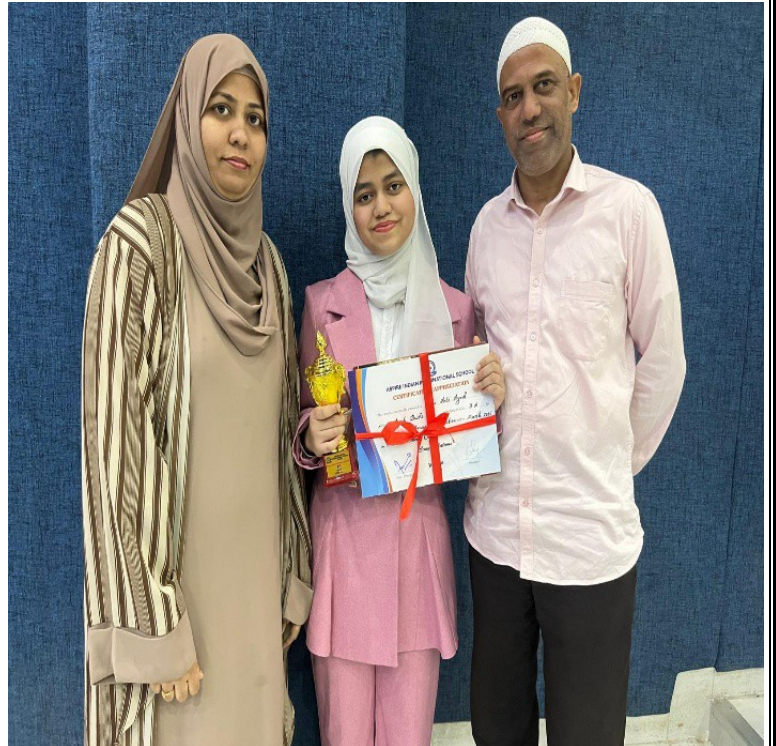
These curriculum innovations have contributed significantly to creating a supportive and student-centered learning environment, ensuring that every learner receives the guidance and opportunities needed to achieve academic success.

Awards and Recognitions:

Student Awards – Grade 1 -10 CBSE

The Academic Awards and Recognition Ceremony was organized to celebrate the achievements of students from Grade 1 to Grade 10. During the event, the students who secured 1st, 2nd, and 3rd positions in each class were honored with medals and trophies for their outstanding academic performance. The ceremony aimed to motivate students to continue striving for excellence in their studies. Parents were also invited to attend the programme, making the occasion even more special and encouraging for the students. The event created a proud and joyful atmosphere, appreciating the hard work, dedication, and success of the students. The event also motivates other students and creates healthy competition among them to work harder and score higher marks in their studies.





Staff Achievements:

Ms Saba Ahmed received Special Jury Award for the Best Primary Teacher of the year amongst all the Indian schools in Kuwait. The award was given by Dr Ram Shankar, Director CBSE, Regional Office, Dubai in an event attended by various dignitaries and educators. The event was organized by Asia Net News to honour the contribution of educators to society.



The teachers of Grade 10 CBSE were honored by the principal for their outstanding academic performance and dedication to teaching. Certificates were given to teachers in recognition of their students achieving a 100% pass results in the CBSE board examinations and attaining the highest marks in certain subjects. The principal praised the teachers for their hard work, commitment and effective teaching methods that contributed to the success of the students. The event encouraged all teachers to continue striving for academic excellence and maintaining high educational standards in the school.

CO-CURRICULAR AND ENRICHMENT

Art, Music and Cultural Activities:

During the academic year **2025–2026**, various activities were conducted under **Art and Craft** as a co-scholastic subject and as part of subject enrichment. Students actively participated in creative projects such as **mask making, mandala art, sandpaper drawings, and wall hanging creations**. They also prepared drawings related to **current affairs, festivals, and important special days**, helping them connect art with real-life events and cultural celebrations. Our students enthusiastically took part in numerous **drawing and poster-making competitions** and some of their works were published in local newspapers. In the **‘Expressions-2025’** competition, students achieved a remarkable milestone by securing **3rd prize in Jewellery Designing**. Notably, the award was won by Advait Anish Sivdasan and Anav Ramakrishnan of Grade 8, highlighting creativity beyond traditional boundaries. These activities significantly enhanced students’ **artistic skills, creativity and confidence** throughout the year.

The **Music Department** made significant contribution towards the school's musical and cultural programmes during the academic year. The complete **background score for the Annual Day** was carefully designed and composed which complemented the theme of the event. Students were trained to perform **choir songs for the Annual Day**, which added depth and harmony to the celebration. The choir students were also trained in a **patriotic song for the Republic Day celebration**, which they presented with great enthusiasm. Additionally, students were taught "**Vande Mataram**" and performed it on the special occasion marking **150 years of Vande Mataram**, highlighting the spirit of patriotism and cultural heritage.

The **Dance Department** actively contributes to various school programmes by training and encouraging students to participate in cultural events and special assemblies. The school's **dance team** achieved remarkable success at the **Interschool Competition, 'Expression-2025'** held on **22nd November 2025**. Our school participated in two categories—**Sub-Junior** and **Junior**. The **Sub-Junior team secured second place**, impressing judges with exceptional coordination, vibrant costumes, and creative choreography. The judges particularly commended the team's **synchronization, expression and innovative blend of dance styles**, while the lively performance captivated the audience. During the **Annual Day**, students from Classes 1 to 9 performed **Fairy Dance, Elizabethan Ballroom Dance, Ribbon Dance, Ballet Dance, Flower Dance and Candle Dance** under the theme "**Timeless Classics**," showcasing exploration and experimentation across different dance forms and styles. Our students also showcased a vibrant performance at the '**Bharat Mela**' organised by Indian Embassy. These performances provided students with opportunities to develop **confidence, teamwork and stage presence** while celebrating the spirit of creativity and cultural fusion.

Literary and Language Development:

Pre-Primary students were nurtured through **Spell Bee, Storytelling, phonics practice, guided reading and sentence-building exercises**, with teachers employing structured and individualized strategies to develop letter recognition, vocabulary, pronunciation, and confidence in reading. Kindergarten learners engaged in **Poem Recitation, Storytelling and Handwriting activities**, where teachers integrated interactive reading, expressive speaking, and handwriting guidance to foster creativity, oral expression, and foundational literacy skills. Primary students participated in **Handwriting Practice, Spell Bee, Story Completion, Role Play, and Dictation**, with classroom innovations such as role enactments and guided story frameworks enabling students to strengthen spelling, punctuation, sentence formation, and also moulding them to confident story-tellers. Middle and high school students were guided in **Creative Writing, Debate, Storytelling, Role Play, Speaking and Listening tasks, and Drama/Theatre integration**, promoting comprehension, critical thinking, vocabulary expansion and expressive communication. Higher secondary learners refined advanced language skills through teacher-led **drama enactments, debates, speeches, discussions and listening exercises**, exemplifying holistic intellectual, creative and communicative development. The **Aspire Model United Nations (AMUN)** served as an excellent platform for enhancing students' literary and language skills through structured debates, persuasive speaking and formal writing. Participants from Classes IX and X developed their articulation, critical thinking and research abilities while representing different countries and addressing global issues. The conference also **fostered confidence in public speaking** and refined students' ability to **present ideas with clarity, coherence and diplomatic expression**.



Clubs, Houses and Student Leadership:

During the academic session 2025–26, the school organised a range of **club activities** for **Grades 1 to 8** aimed at fostering **holistic development and integrated learning**. Club activities such as making a Friendship Badge for a friend and life skill activities like buttoning-unbuttoning and folding clothes neatly helped students develop creativity, independence, kindness and practical life skills. Through hands-on experiences such as creating models, poster making, fireless cooking and craft activities using recyclable materials, students developed **creativity, environmental awareness and scientific understanding**. Language-based activities including storytelling, poetry, discussions, and article writing enhanced **communication, critical thinking, and self-expression**. Awareness sessions on hygiene, traffic rules and first aid helped build **practical life**

skills and become responsible citizens. Collaborative tasks, role play and group discussions further promoted teamwork, confidence, problem-solving and social-emotional learning, enabling students to connect classroom knowledge with real-life situations and become more responsible and reflective learners.



The school organized several **Inter-House activities** in line with its vision of fostering innovation, leadership and holistic development among students. The **Inter-House Think Tank Challenge**, held on the theme “*Innovate for a Better Tomorrow*,” encouraged participants to present creative solutions on technology, sustainability, education, and social development. **Champions House** secured first place for their well-researched and impactful ideas. To commemorate **Constitution Day of India**, an Inter-House Quiz Competition was conducted to enhance awareness of the Indian Constitution, where **Challengers House** emerged victorious. **Inter-House Sports Activities** including **Kho-Kho**, Football, and Athletics promoted fitness, teamwork, and sportsmanship, with **Warriors House** emerging as the overall champions. These events strengthened students’ confidence, collaboration and spirit of excellence.

The school actively promoted values of empathy, leadership and social responsibility through various **student-led initiatives**. During **Joy of Giving Week**, students participated in donation drives and acts of kindness to support the underprivileged. As part of the “*Meals for Smiles*” programme, students shared simple meals and snacks with the school’s support staff, including drivers and helpers, fostering gratitude and compassion. The “**Cup of Kindness**” initiative reflected the school’s spirit of gratitude and compassion as teachers contributed to serving tea to support staff acknowledging their dedicated service and fostering a culture of kindness within the school community. Students also attended awareness sessions, such as the **Anti-Vaping Awareness Workshop**, promoting informed and healthy choices. The **Student Council** played a vital role in organizing school events, assisting in assemblies, maintaining discipline, and representing student concerns to the school authorities. Council members also supported school sports teams during tournaments by organizing cheering squads, helping to build team spirit, leadership and a strong sense of school pride.

Enrichment Activities, Competitions and Inter-school Events:

Enrichment Activities:

During the academic year **2025–2026**, **Kindergarten** students actively participated in a variety of **co-curricular and subject enrichment activities** designed to foster creativity, expression and practical life skills. They took part in competitions such as **handwriting, colouring and poem recitation**, which develop fine motor skills, language and confidence. Themed days like **Colour Day, Fun with Shapes, Lemonade Day, Pyjama Day, Fruit Day, Vegetable Day, Sandwich Day and Personal Hygiene Day** provided hands-on learning experiences, encouraging observation, creativity, healthy habits and social interaction. These activities offered a joyful and interactive environment where students explored, experimented, and learned through play, helping to enhance their **cognitive, artistic and life skills** while instilling curiosity and a love for learning from an early age.



Various subject enrichment activities were conducted to make learning engaging for **Pre- Primary students**. Spell Bee activities helped improve vocabulary, pronunciation and spelling confidently. Math Lab hands-on activities using pompoms and egg trays helped children understand addition and multiplication through visual learning. Science experiments such as the 'Go Away Germs' activity using black pepper and cotton buds taught children the importance of washing hands and staying hygienic. Creative activities like Storytelling Competition and Crazy Hat Competition encouraged imagination, expression and participation among students.



For Primary students, enrichment activities were conducted across various subjects to promote experiential and meaningful learning. In Mathematics, activities such as **Tessellation Patterns, Money Matters and the Dream House Project** strengthened understanding of geometry, measurement and real-life calculations. Science activities included **creating board games, vegetative plant propagation, molecular models of matter and butterfly life-cycle models,**

encouraging observation and scientific thinking. In Social Science, activities like the **World Heritage worksheet, Poster Making and Listen-and-Draw Map tasks** enhanced awareness of heritage, creativity and map-reading skills. These activities enhanced critical thinking, spatial awareness and presentation skills, making learning interactive, practical and enjoyable while enabling students to connect classroom concepts with real-life scenarios.



Subject Enrichment Activities were conducted for students of 6-8 to make learning practical, engaging and meaningful. The activities aimed to enhance critical thinking, communication, teamwork and subject knowledge across all disciplines. Students participated enthusiastically in presentations, projects, working models, lab activities, map work, quizzes, poster making and group discussions, allowing them to explore concepts beyond textbooks. In French, students explored France's geography and wrote articles on historical figures. Mathematics activities included tangram-based area and perimeter, fraction games and working models on proportions. Social Science and Science projects involved charts, experiments, models and hands-on investigations, fostering observation, problem-solving and independent learning. Teachers guided students, encouraging creativity, collaboration and confident presentation of ideas.

Competitions:

During the academic year **2025–26**, students actively participated in various national and international academic competitions to strengthen their scientific and analytical skills. Selected students from **Grades 6–8** took part in the **Macmillan Budding Scientist (MBS) Programme at GCC level**, where they explored real-world challenges and developed innovative solutions. **Our students Shresta Varsha Arun, Ammar Adam and Menal Fatima of Grade 6** qualified for the **finals**, demonstrating exceptional scientific thinking and creativity.

Scott Thomas Jacob of Grade 11 exhibited exceptional analytical acumen and mathematical proficiency in the **Ramanujan National Maths Challenge (RNMC)**, attaining 83.33% in Round 1 and 80% in Round 2. Securing an **All India Rank of 1488**, he has distinguished himself in a highly competitive national arena. In the **Maths Olympiad**, **Alona Sudeep** of grade 3 achieved a notable milestone by **qualifying for Level Two**, reflecting the students' strong academic aptitude and enthusiasm for competitive learning.

Inter-school Competitions:

Students actively participated in a wide range of inter-school competitions during the academic year **2025–26**, gaining valuable exposure for intellectual growth and confidence building. They competed in events such as the **IIT–IIM Quiz**, the **Literary Competition** organized by the

Embassy of India, Kuwait, Expressions 2025 by Indian English Academy School, Sci-Flix, InnoEx organised by the Tamil Nadu Engineers Forum (TEF) in association with Indians In Kuwait and Ink Spire, along with Battle with Words, FMUN, and IIMUN.

Our students achieved remarkable success across various competitions and events, reflecting their dedication and talent. In the **Holy Quran Competition** organised by the Ministry of Education – General Administration of Private Education, Maryam Walid (Grade 7) secured first place, while Reem Mohammed (LKG) and Youssef Islam Yousry (Grade 3) won second place. Zain Al-Sayed Ali Hussein (LKG) secured third place. At **Expressions 2025**, Advait Anish and Anany Ramakrishnan (Grade 8) won second place in Jewellery Designing, while students of Grades 3, 4 and 5 secured second place in the Happy Feet Dance competition. At **Ink Spire**, Mariam Mohammed (Grade 11) secured first place in Declamation, while students of Grades 11 and 12 won third place in Trial by Fiction. At **InnoEx**, Scott Thomas and Anantha Narayanan won second place in Robotics. In sports, Dunja Semic (Grade 3) secured third place in the **CBSE Cluster Swimming Competition**.

These accomplishments highlight the students' dedication and perseverance and reflect the school's commitment to holistic development.



Sports & Physical Education

The Annual Sports Report highlights the outstanding achievements and active participation of our students in various sporting events during the academic year 2025–26. In the Inter-school swimming competition, students from Aspire Indian International School performed commendably, securing 3rd and 5th positions overall. Students also participated enthusiastically in chess competitions and badminton events, demonstrating skill, focus and sportsmanship. Athletics events organised showcased the energy, determination and competitive spirit of our students across different grades. The Aspire Inter House Athletic Meet 2025–26 concluded with **Warriors** securing first place with **123 points**, followed by **Challengers** with **56 points**, **Leaders** with **49 points** and **Champions** with **48 points**. Additionally, fitness and well-being programmes are conducted once every six months to promote students' physical health, discipline and overall development.

The Investiture Ceremony was conducted to instil leadership qualities, responsibility and team spirit among students. The school also organised a vibrant Sports Day along with various co-curricular activities, encouraging active participation and overall development. Furthermore, inter-house sporting events such as football and kho-kho were conducted to enhance teamwork, coordination and healthy competition among students.

Student Development

1 Personality and Life Skill Development

Students from Grades 1 to 12 participated in several workshops on topics like time management, emotional regulation, building healthy relationship, discipline, leadership qualities etc and classroom interactions that focused on developing their personalities and life skills. The sessions were designed to improve students' positive conduct, communication skills, self-awareness and confidence. The value of



respect, empathy, cooperation and making responsible decisions in daily life was emphasized to the students. Both at school and at home, they were assisted in understanding and practicing these skills through age-appropriate conversations, exercises, and examples. Additionally, the classes focused on problem-solving skills and emotional control which helped kids cultivate a positive outlook and grow into responsible, self-assured and well-rounded individuals.

2 Value Education and Character Building

Regular sessions on value education and character building were conducted through Moral Science classes and various classroom activities for students from Grade 1 to 12. Essential moral principles including honesty, kindness, respect, accountability, and empathy were the main focus of the classes. Students were inspired to comprehend the

value of moral character and constructive behavior in their everyday lives through conversations, narratives and interactive exercises. The school also planned various activities such as **DAS Care** where students donated essential goods to laborers to help them understand the joy of giving and the importance of empathy. Another initiative- **“Meals for Smiles”** encouraged students to bring food from home and share it with the school helpers. These activities aimed to instill values of kindness, gratitude and social responsibility among students while helping them develop compassion and respect for others.



3 **Exhibition and Holiday Assessment**

To showcase pupils' learning and creativity, exhibitions and holiday assignments were planned. During PTMs, a variety of student-prepared models, projects and activities were on exhibit, allowing parents to observe and value their wards' efforts and development. Growing a sapling, writing stories with moral themes and other creative assignments were among the integrated activities included in holiday homework that were intended to improve moral ideals and personality development. These programmes promoted students' accountability, inventiveness and value-based education.

4 **Counselling and Student Support Services**

Counselling and other support services were provided to support students' overall well-being. Separate sessions were conducted for primary and secondary wings, addressing age-appropriate topics. The sessions included discussions on menstrual hygiene, social and interpersonal relationships, time management and emotional well-being. Both



individual and group counselling sessions were offered to help students address their personal, social and academic concerns. These initiatives aimed to build awareness, strengthen coping skills and promote confidence, helping students develop a healthy and balanced approach to their growth and development. Regular individual counselling were also provided to resolve disciplinary issues and guide students toward positive behavior and responsible decision-making.

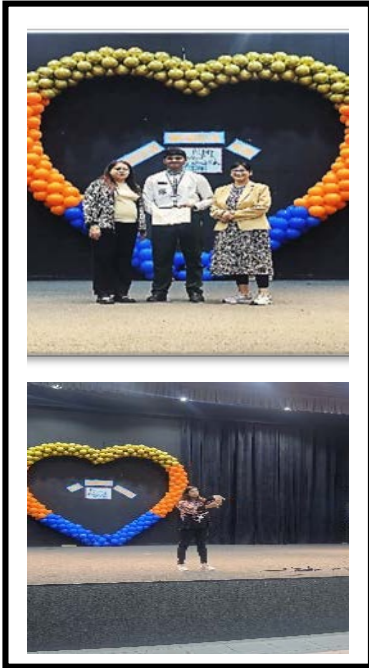
5 **Inclusive Education Practices:**

Inclusive education practices were followed to support students with diverse learning needs. Based on each child's requirements, personal attention and individualized support

plans were provided to help them cope with their peers academically and socially. If learning difficulties persist, the child is referred for a detailed evaluation by a registered psychiatrist or psychologist. Based on the professional report, appropriate modifications and support strategies were implemented to ensure the child's effective learning and overall development.

SCHOOL EVENTS AND CELEBRATIONS

World Health Day



Aspire Indian International School, Kuwait, experienced a year of academic excellence, cultural enrichment and strong community engagement during the academic session 2025–2026, reflecting its unwavering commitment to holistic education and value-based learning. The academic journey began on **7th April 2025** with the commencement of the new academic year and the observance of World Health Day through a special assembly. The program opened with

- The Holy Quran
- Kuwait National Anthem and
- The school prayer.
- Thought for the Day
- News updates and
- A health awareness video.



The School Counsellor, Ms. Lia, delivered a meaningful presentation on physical and mental well-being. The Principal, Dr. Geetika Ahuja, addressed the gathering and outlined the four foundational pillars of Aspire, namely academic excellence, discipline and integrity, co-curricular participation and character development while encouraging students to pursue balanced growth. Certificates were distributed to students for their achievements at the CBSE Kuwait Cluster Athletic Meet.

World Heritage Day

On **16th April 2025**, Aspire observed World Heritage Day through a culturally rich special assembly. A video presentation on UNESCO World Heritage Sites and a colourful cultural dance helped students appreciate the richness of global heritage. Students took an oath to preserve cultural and historical treasures. In her address, the Principal emphasized that heritage is not only

found in monuments but also in traditions, languages and values that must be safeguarded by future generations.



First Foundation Day

A historic milestone was marked on **21st April 2025** when Aspire Indian International School celebrated its First Foundation Day. The event commenced with a captivating performance by the school band followed by the ceremonial balloon release by Ms. Stephanie Mathew, Head of Sustainability and Strategic Growth, symbolising aspirations and growth. The programme featured Quran recitation, ceremonial salutation, the Kuwait National Anthem, and the School Prayer followed by the lighting of the ceremonial lamp by Ms. Stephanie Mathew, Mr. Sundaram, Corporate Manager, Mr. Subin Sebastian, CBS Administrator, Mr. Toby Mathew, Activity Director for DAS Schools and the Principal, Dr. Geetika Ahuja.



A specially curated video portrayed the journey of Aspire from its inception to its present stature. The official school anthem written by the Principal and co-composed by Mr. Matthew was inaugurated. A powerful theatrical presentation titled *Roots to Wings* written by the Principal beautifully traced the school's evolution. Foundational figures, pioneering students and parents were honoured. In her address, Dr. Geetika Ahuja highlighted the school's rapid growth from 300 students to over 1600 plus learners within five years and expressed gratitude to the leadership, staff and parents. The Vice Principal shared her pride in being part of the Aspire family and reflected on the school's spirit of unity and purpose.

World Labour Day

On **1st May 2025**, Aspire Indian International School marked the Fourth DAS Cares Initiative Programme in honour of World Labour Day, celebrating the dignity of labour and the spirit of giving. The event was graced by Ms. Stephanie Mathew, Head of Sustainability and Strategic Growth, Mr. Sundaram, Corporate Manager, Mr. Toby Mathew, Activity Coordinator, Ms. Sujata Sivakrishnan, Principal, Indian Central School, Mr. Noel, Ms. Shaini, Ms. Shyamala, Ms. Julie, Vice Principals of Indian Central School, Ms. Ayesha and Mr. Ahsan Raza, Vice Principals of PES, Dr. Geetika Ahuja, Principal, AIIS and Mr. Adel. Their presence, along with teachers, staff and students of AIIS and its sister schools, added great significance to the programme.

- Inspiring speeches,
- soulful performances and
- a heartfelt skit honoured community helpers.

More than 500 care kits containing groceries, household essentials, stationery, basic medical kits and hygiene items were distributed to community workers by the chief guests. Gratitude cards handcrafted by students were included to express appreciation. The initiative strengthened empathy, dignity and social responsibility and reaffirmed Aspire's commitment to compassion and inclusivity.



World Athletics Day

On **6th May 2025**, World Athletics Day was observed through an energetic morning assembly. Students participated in fitness-based presentations and watched videos on aerobic exercises and basketball drills. The Principal, Dr. Geetika Ahuja, encouraged students to embrace discipline, perseverance and sportsmanship as essential qualities for success.





Mother's Day

On **15th May 2025**, Aspire celebrated Mother's Day with an emotionally uplifting programme that included choir performances, traditional and modern fashion shows, dance presentations and engaging games. Mothers were honoured as the backbone of families and society strengthening the bond between home and school.



Fourth Investiture and Appreciation Ceremony

On **26th May 2025**, the Fourth Investiture and Appreciation Ceremony was conducted with dignity and splendour. The newly elected Student Council members were formally inducted and awarded badges of leadership. The Chief Guest, Ms. Stephanie Mathew, commended the students for their confidence, discipline and sense of responsibility. Cultural performances and academic recognitions highlighted Aspire's emphasis on leadership and excellence.



International Literacy Day

On **9th September 2025**, Aspire observed International Literacy Day through a special assembly conducted by students of Grades 3 and 4 for students of Grades 1 to 4. The programme commenced with the recitation of the Holy Quran followed by Salutations and the Kuwait National Anthem. The Thought for the Day highlighted the importance of literacy as a basic human right and the foundation of lifelong learning. Students presented news updates and delivered an informative speech on the significance of literacy. A powerful silent skit by Grade 4 portrayed how illiteracy limits personal growth and makes people vulnerable to exploitation while emphasizing the importance of reading, writing and continuous learning. The assembly concluded with students taking a pledge to never stop learning.



Felicitation Ceremony and Annual Sports



On **25th November 2025**, Aspire conducted its Felicitation Ceremony and Annual Sports Meet Prize Distribution. Academic toppers, interschool competition winners and sports champions were honoured by the Principal and Vice Principal. Warrior House emerged as the Overall Winning House, celebrating excellence in teamwork and perseverance.

The Annual Day Celebration

The Annual Day Celebration titled *The Timeless Classics* was held on **21st December 2025** under the visionary leadership of the Principal, Dr. Geetika Ahuja. The original script was written by Ms. Subi Dalbin, Head of English, IGCSE. Students brought to :

- Life the Elizabethan Revival and Victorian eras through drama, Dance, Poetry and narration, Portraying William Shakespeare, William Wordsworth and George Bernard Shaw.





The presence of Ms. Stephanie Mathew, Mr. Sundaram, Mr. Subin Sebastian, Mr. Toby Mathew, British Council representative Mr. Islam, and leaders from sister schools added prestige. The Vice Principal, Ms. Husena, played a vital role in shaping the visual design and artistic coherence of the programme.

Stellar Talks

On **8th January 2026**, Aspire hosted Stellar Talks 2026, themed

- *AI Leap, Imagine, Innovate, Inspire.*

The Guest Speaker, Mr. Vishal Edward Khan, Founder of Infinity Business Solutions, addressed students and educators. Ms. Stephanie Mathew shared the vision of the Stellar Talks initiative. A mime performance titled *Control Life with AI* and a student-led panel discussion explored the impact of Artificial Intelligence on education, ethics and careers. Certificates and mementos were presented to participants and sponsors by Ms. Stephanie Mathew, Dr. Geetika Ahuja, and Vice Principal Ms. Husena.



Environmental Awareness



On **13th January 2026**, a Special Assembly on Environmental Awareness was conducted by students of Grades 1 to 4. The programme began with Salutations and the Kuwait National Anthem. The Thought for the Day and a speech highlighted environmental responsibility and

sustainability. Students took a pledge to protect their surroundings.



Grade 4 presented an acrostic on the environment and Grade 2 showcased innovative costumes made from waste materials reinforcing the importance of recycling and conservation. The Principal, Dr. Geetika Ahuja, addressed the gathering urging students to adopt small sustainable actions for a greener future.

Graduation and Farewell Ceremony

On **19th January 2026**, Aspire proudly conducted the Graduation and Farewell Ceremony of its first CBSE Class XII batch, themed *Metamorphosis*. The ceremonial lamp was lit by Ms. Stephanie Mathew, Mr. Toby Mathew, and the school leadership. The Principal, Dr. Geetika Ahuja inspired the graduates to pursue their dreams with integrity, empathy and lifelong learning. Students were honoured with mementos and blessings as they stepped into a new phase of life.





Republic Day of India.

The academic year concluded on **25th January 2026** with the celebration of the 77th Republic Day of India. The programme included patriotic speeches, dances, poems, quizzes and songs that highlighted the values of justice, liberty, equality and fraternity. The Vice Principal addressed the gathering and encouraged students to uphold the spirit of the Constitution and take pride in their nationality.



Throughout the year, Aspire Indian International School also strengthened its **unique practices** including **Meals for Smiles**, the **Hydration Bell**, the **Cup of Kindness** and **Daily Morning Affirmations** which nurtured empathy, health, gratitude and emotional well-being. Together these initiatives and programmes demonstrate Aspire's unwavering dedication to nurturing academically competent, socially responsible and ethically grounded learners prepared to lead and serve in a changing world.

Community & Social Responsibility

Aspire Indian International School remains committed to nurturing socially responsible and compassionate citizens through meaningful community engagement and awareness initiatives. Students participated in a poster-making activity highlighting social injustice and atrocities against women, promoting awareness and equality. During the **Anti-Bullying Day** assembly, students shared messages encouraging kindness, empathy and a safe school environment. A special **Humanity assembly** further reinforced the values of compassion and service. Environmental responsibility was promoted through **World Ozone Day** activities, including speeches, pledges, educational videos and a skit on protecting the planet. Awareness sessions on **anti-tobacco, breast cancer, fire safety, CPR and menstrual hygiene** for Grades 6–8 equipped students with essential health knowledge. Outreach initiatives such as **Cup of Kindness, Meals for Smile and the DAS Care Initiative** on May Day recognised the contributions of labourers and drivers, fostering gratitude and social responsibility.

Infrastructure and Resources

Campus Development

The school campus is designed to provide a safe, inspiring and student-centric learning environment. Dedicated academic blocks for **Kindergarten, Primary, Middle and Senior School** ensure that every age group has a space tailored to its learning needs. Classrooms are **spacious, well-ventilated and naturally lit** creating an ideal environment for focus and engagement. The **Kindergarten section** features purpose-built activity areas with a **shaded zone** allows young learners to explore and play safely. A **multi-purpose auditorium** accommodates assemblies, cultural programmes and special events while continuous **campus enhancements, landscaping and well-maintained corridors and circulation areas** provide both aesthetic appeal and functional ease throughout the campus.

Safety, Security & Transport

Student safety is a top priority, supported by **24/7 security personnel** at all entry and exit points and a **visitor management system with ID verification**. **CCTV surveillance** ensures continuous monitoring of key areas, complemented by a **robust emergency evacuation plan**. The campus is equipped with **fire safety systems**, regularly inspected to maintain compliance and an **emergency communication group** ensures prompt coordination during urgent situations. **School transport**

services operate with stringent safety monitoring, providing secure and reliable commuting for all students.

Library & Learning Resources

The school library, spanning **88 square metres**, fosters a strong reading culture and supports academic excellence. It houses a **diverse collection of academic, reference and general reading materials** with **dedicated reading zones and seating** that provide a quiet and focused atmosphere for students of all grade levels. **Age-appropriate books** are available for Kindergarten, Primary and Senior students and resources are **continually upgraded** to align with curriculum requirements. The library encourages **independent learning, researchbased activities and a love for reading** making it a central hub for knowledge and exploration.

ICT & Smart Classroom Facilities

Technology is fully integrated into the learning environment. **Smart classrooms** equipped with projectors and interactive panels facilitate engaging and interactive lessons. The **computer laboratory** provides sufficient systems for hands-on digital learning, while **highspeed Wi-Fi and campus-wide internet connectivity** ensure seamless access to online resources. Teachers utilise **digital tools and audio-visual aids** to enhance instruction, making learning interactive, innovative and aligned with modern educational practices.

Parent Engagement

- 1 **Parent Teacher Partnership.** A strong parent–teacher relationship is maintained with the shared goal of supporting the overall development of the child. Regular PTMs and meetings are organized to discuss students’ progress, strengths and areas that require improvement. Parents are guided on suitable strategies and modifications in learning patterns at home to support the child’s academic and personal growth. Parents are also invited to attend and participate in programmes such as Mother’s Day celebrations and



various special assemblies. This positive collaboration helps create a supportive environment that promotes the child’s confidence, well-being and holistic development.



2 **Feedback and Communication**

Regular feedback is taken from parents to ensure active participation in their child's learning journey. A positive and open line of communication is maintained between teachers and parents, allowing discussions on academic progress, behavior and overall development. Parents' suggestions and concerns are valued and addressed promptly, fostering a collaborative approach to student growth. Parents' concerns received through emails are carefully reviewed, and all messages are responded promptly after verifying the facts. Necessary actions are taken at the earliest to address the concerns effectively. This ongoing relation helps in making informed decisions, implementing effective strategies and strengthening the partnership between school and home for the child's holistic development.

3 **Workshops and Orientations**

Workshops on parental skills on various topics like ABC of parenting, effective parenting skills, nurturing happy and confident students etc were organized to equip parents with strategies to support their child's learning and overall development. At the beginning of the academic session, orientations were conducted to provide parents with an overview of the curriculum, learning objectives and the child's expected growth throughout the year. These sessions also highlighted the crucial role of parents in partnering with the school to achieve its educational goals. Such initiatives foster informed, engaged, and supportive parent-school collaboration for the child's holistic development.



LOOKING AHEAD

Goals and Action Plan

As we move into the upcoming academic year 2026-27, our goal is to further strengthen the school's commitment to excellence in education by aligning our practices with the vision of National Education Policy 2020 and evolving global educational standards. We aim to create a dynamic learning environment that nurtures innovation, critical thinking and holistic development. Through strategic initiatives in academics, co-curricular engagement, technology integration and staff development, the school will continue to empower students and educators to achieve higher

standards of learning while building a strong, progressive and future-ready educational community.

Key Institutional Goals for the Academic Year

- **Transform Learning into a Future-Ready Experience:** Redesign classroom practices to move beyond rote learning toward experiential, inquiry-based and competency-driven education that prepares students for global challenges.
- **Establish a Culture of Innovation and Excellence:** Create opportunities for STEM exploration, research projects, entrepreneurship initiatives and creative problem-solving, nurturing curiosity and innovation among students.
- **Strengthen Holistic Development and Student Well-being:** Develop structured programmes for mental health, physical fitness, arts, leadership and value education ensuring balanced and joyful development of every child.
- **Empower Teachers as Leaders in Education:** Invest in continuous professional learning, mentoring and global best practices so that teachers become facilitators of meaningful learning and drivers of academic excellence.
- **Position the School as a Progressive Learning Community:** Build strong partnerships with parents, educational institutions and global platforms to enhance exposure, collaboration and the school's reputation as a forward-thinking institution.

Action Plan

1. Transform Learning into a Future-Ready Experience

- Implement competency-based lesson planning and assessments across all grades.
- Introduce more experiential learning through projects, field-based activities, and interdisciplinary lessons.
- Integrate digital learning platforms, smart classrooms, and research-based assignments.
- Conduct regular academic reviews and mentoring sessions to monitor student progress.

2. Establish a Culture of Innovation and Excellence

- Organize STEM activities and projects, innovation challenges and subject-based exhibitions.
- Encourage participation in national and international competitions.
- Create innovation or activity clubs to nurture creativity and problem-solving skills.
- Introducing entrepreneurship and real-life problem-solving projects for senior students.

3. Strengthen Holistic Development and Student Well-being

- Conduct structured programmes for sports, performing arts and life skills.
- Introduce well-being sessions, counselling support and mindfulness activities.
- Encourage leadership through student councils, house systems and community service.
- Celebrate cultural, literary and environmental awareness activities.

4. Empower Teachers as Leaders in Education

- Conduct regular professional development workshops and training programmes for staff.
- Promote collaborative lesson planning and peer learning among teachers.
- Encourage teachers to adopt innovative pedagogical practices and technology integration.
- Establish mentoring systems and performance reflection sessions for Quality Assurance.

5. Position of the School as a Progressive Learning Community

- Strengthen communication and partnership with parents through workshops and meetings.
- Organize community outreach and social responsibility initiatives.
- Promote school achievements through academic, cultural, and sports platforms.
- Build collaborations with educational institutions and external experts to enrich learning opportunities.

AIISs Commitment to Continuous Improvement

AIIS is committed to a continuous journey of growth, reflection and excellence in every aspect of education. We recognize that meaningful progress comes from regularly evaluating our practices, embracing innovation and learning from experience. Through ongoing professional development for teachers, systematic review of academic outcomes and constructive engagement with students and parents, we aim to strengthen the quality of teaching and learning. Emphasis will be placed on adopting progressive pedagogical approaches, integrating technology effectively and aligning our practices with the vision of **National Education Policy 2020** and **global educational trends**. By nurturing a culture of collaboration, accountability and adaptability, the school will continue to evolve as a progressive learning community dedicated to providing the best possible opportunities for every learner.
