



down town Gurukul

Moranhat

Affiliation No: 230336

ANNUAL REPORT 2025-26



Message from the Principal

It gives me immense pleasure to present the Annual School Report of down town Gurukul, Moranhat for the academic session 2025–26. The year has been a meaningful journey of learning, growth, reflection and collective effort. At down town Gurukul, we believe that education goes beyond textbooks and examinations. Our endeavour is to nurture learners who are confident, compassionate, responsible, resilient and prepared to contribute positively to society.

During the session, we continued to strengthen academic learning while giving equal importance to life skills, leadership, wellbeing, creativity, physical fitness, values, technology and community engagement. The school continued to work in keeping with the spirit of the CBSE framework, NEP 2020 and competency-based learning, with increasing emphasis on experiential, interactive and student-centred approaches.

A significant focus during the year was the development of leadership and personal effectiveness among students. The principles of the 7 Habits of Highly Effective People and the Leader in Me approach were integrated into student development and school practices. We also continued to explore the responsible use of Artificial Intelligence and digital tools to support teaching, learning and school administration.

I place on record my sincere appreciation to our students, teachers, administrative staff, parents, management and well-wishers. Every achievement of the school is the result of their shared commitment. As we look ahead, we remain committed to creating a safe, inclusive, joyful and future-ready learning community.

With Best Wishes



Dr. Ivan John Fidjern Vas
Principal
down town Gurukul

Who We Are

down town Gurukul, Moranhat is promoted by the down town Charity Trust, associated with the down town Hospital Ltd. The school seeks to provide quality education rooted in Indian values while preparing students to meet the opportunities and challenges of a rapidly changing world.

The school follows the norms and directions of CBSE and works towards implementing the vision of NEP 2020. We believe in holistic education that develops the intellectual, physical, social, emotional and moral dimensions of every learner.

Our educational philosophy places the child at the centre of the learning process. Through academics, co-curricular activities, sports, arts, technology, leadership opportunities, community outreach and value education, we endeavour to help every student discover strengths, develop confidence and become a lifelong learner.

Vision Statement

At down town Gurukul we seek to empower students as learners, leaders and citizens of the world. Our vision is to help build well-rounded individuals who can take on challenges in life with knowledge, courage, integrity and personal wellbeing.

Mission Statement

down town Gurukul is committed to creating a vibrant, accessible and welcoming learning community that provides quality education and diverse cultural experiences.

- To nurture the spiritual, physical, mental and social dimensions of every learner.
- To promote Learning to Know, Learning to Do, Learning to Live and Learning to Be.
- To provide a safe, inclusive and supportive environment for every child.
- To develop confidence, character, leadership, creativity and responsible citizenship.
- To strengthen collaboration among students, teachers, parents and the wider community.

Goals and Priorities for the Academic Session 2025–26

- Improve academic achievement with special attention to foundational and core competencies.
- Strengthen competency-based, experiential and activity-based learning across grade levels.
- Develop critical thinking, creativity, problem-solving, communication and collaboration skills.
- Use formative and summative assessments to monitor progress and provide timely support.
- Strengthen remedial and differentiated learning for students with diverse learning needs.
- Integrate digital technology and Artificial Intelligence responsibly into teaching and learning.
- Promote reading habits, research skills and independent learning.
- Develop leadership and personal effectiveness through the 7 Habits of Highly Effective People and Leader in Me practices.
- Strengthen social-emotional learning, wellbeing, life skills and child-safety awareness.
- Provide opportunities in sports, arts, clubs, public speaking, debates and cultural activities.
- Promote environmental awareness, conservation and responsible citizenship.
- Strengthen teacher professional development and collaborative learning among staff.
- Deepen parent-school partnership and community engagement.

School Strength – Session 2025–26

- The school continued to serve a growing community of learners from the foundational years through the senior grades.
- The academic programme was supported by a committed teaching and non-teaching team.
- The school continued to strengthen systems, processes and academic monitoring in preparation for future expansion.

Amenities and Achievements of down town Gurukul

Learning Infrastructure

The school recognises infrastructure as an important enabler of effective learning. Classrooms, laboratories, library facilities, technology-enabled learning spaces and safety arrangements are developed with the objective of creating an environment in which students can explore, collaborate, experiment and learn with confidence.



Modern Classrooms

Classroom teaching during the session increasingly encouraged student participation, discussion, collaboration and the use of digital resources. Technology was used as a support to classroom instruction rather than as a substitute for the teacher-student relationship.



Well-Equipped Laboratories and Astronomy Learning

Science learning was supported through practical work and laboratory-based experiences. The school's astronomy facility continued to provide an opportunity for students to develop curiosity about space, observation and scientific inquiry.



Library and Reading Culture

The library continued to serve as a resource centre for reading, research and independent learning. Students were encouraged to develop the habit of reading and to use reference materials beyond their prescribed textbooks.



Safety, Security and First Aid

Student safety remained a priority. The school-maintained safety procedures, emergency preparedness, supervision and first-aid support so that students could learn in a secure and caring environment.



Academic Activities

Classroom Instruction

Regular classroom instruction remained the foundation of the academic programme. Teachers planned lessons to address curriculum outcomes while encouraging questioning, participation, application and reflection.



Interactive and Experiential Learning

Group activities, discussions, demonstrations, experiments, presentations, debates and other participatory strategies were used to make learning more meaningful and to connect classroom knowledge with real-life situations.



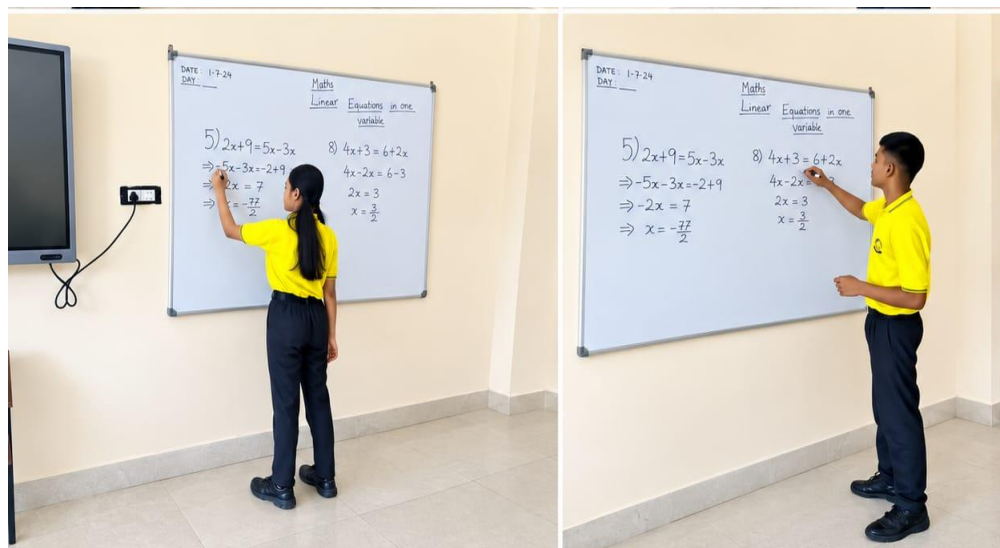
Project-Based Learning

Students were provided opportunities to undertake projects requiring research, collaboration, problem-solving and presentation. Such experiences supported the development of competencies rather than mere recall of information.



Remedial and Supportive Learning

The school continued to recognise individual differences among learners. Additional academic support, remedial instruction and teacher guidance were used wherever students required further assistance.



Assessment and Academic Monitoring

Assessment was used as an integral part of the teaching-learning process. Periodic assessments, term examinations, classwork, projects and other formative practices helped teachers monitor progress and identify areas requiring reinforcement.



Parent-Teacher Partnership

Parent-teacher interactions continued to provide an important platform for discussing academic progress, student wellbeing, behaviour, attendance and individual needs. The school believes that a strong home-school partnership is essential for the holistic development of every child.



Leadership, Life Skills and Wellbeing

Social-Emotional Learning and Life Skills

The school continued to give importance to communication, self-awareness, emotional regulation, decision-making, empathy, cooperation, resilience and responsible behaviour. These skills were promoted through classroom interactions, activities, mentoring and school programmes.



Teacher Training Session

Child Safety

Child safety and wellbeing remained integral to school functioning. Students were encouraged to understand personal safety, responsible behaviour, respectful relationships and the importance of speaking to trusted adults when they face a concern.

Teacher Professional Development

Teachers participated in professional learning and capacity-building initiatives. The school also encouraged teachers to share practices, reflect on classroom experiences and adopt contemporary pedagogical approaches. Training related to leadership, experiential learning, classroom management and student wellbeing formed part of the continuing professional development effort.



CBSE Training



Technology and Artificial Intelligence in Education

The session witnessed a continued expansion in the use of digital tools for teaching, learning, planning and school administration. The school explored Artificial Intelligence as a supportive tool for lesson preparation, resource creation, research, communication, assessment support and administrative efficiency.

- ChatGPT – support for planning, drafting, brainstorming and educational resources.
- Claude – support for drafting, analysis and structured content development.
- NotebookLM – support for working with source materials and research-oriented learning.
- Google Gemini – support for research, ideation and productivity.
- Google Flow and other emerging digital tools – explored for creative and educational applications.

The school also remained mindful that technology and AI must be used responsibly. Teacher judgement, academic integrity, privacy, age appropriateness and verification of information remain essential.

Extra-Curricular and Co-Curricular Activities

The school continued to provide opportunities beyond the classroom through sports, yoga, arts, music, dance, debates, public speaking, clubs, celebrations, projects and other student-centred activities. These experiences helped students discover interests, build confidence, develop teamwork and leadership, and strengthen their sense of belonging to the school community.



Community Outreach and Green Initiatives

The school believes that education must cultivate empathy, compassion and social responsibility. Community engagement initiatives encouraged students to understand the needs of others and to respond with sensitivity and responsibility.

Environmental awareness was promoted through activities that encouraged students to appreciate nature, understand the importance of conservation and adopt responsible habits in daily life. The school continued to emphasise that environmental protection begins with small, consistent choices made by individuals and communities.

- Promotion of cleanliness and responsible waste management.
- Awareness of conservation of water, electricity and other resources.
- Plantation and nature-related activities to build environmental responsibility.
- Activities encouraging empathy, service and respect for the elderly and the wider community.



Student Development and Recognition

The school continued to recognise student participation, effort, achievement and improvement in academics, sports, cultural activities, leadership and other areas. Recognition was viewed not merely as a reward for high performance, but as encouragement for students to set goals, persevere and grow.



Congratulations



MAHIMA BARUAH

ZONAL BRONZE MEDAL

at Science Olympiad Foundation - International English Olympiad
International Rank: 455 | Zonal Rank: 3 | Certificate of Zonal Excellence



Looking Ahead – Priorities for 2026–27

- Strengthen competency-based and experiential learning in all grades.
- Further integrate NEP 2020 principles into curriculum, pedagogy and assessment.
- Expand leadership and life-skills education through Leader in Me and the 7 Habits.
- Strengthen student wellbeing, social-emotional learning and child-safety systems.
- Deepen responsible and ethical use of Artificial Intelligence and digital learning tools.
- Enhance teacher professional development and collaborative professional learning.
- Strengthen environmental education and community service.
- Expand opportunities for entrepreneurship, innovation, creativity and problem-solving.
- Continue to develop the school as an inclusive, future-ready and learner-centred institution.
- Work closely with parents and stakeholders to support every child's academic and personal growth.

Conclusion

The Annual School Report for 2025–26 reflects the collective journey of down town Gurukul. The year has reminded us that meaningful education is created through the combined efforts of students, teachers, parents, staff, management and the community. Our progress is measured not only by academic outcomes, but also by the confidence, character, compassion, creativity and responsibility that students develop.

As we close the session, we acknowledge the work accomplished and the areas in which we can continue to improve. With a clear commitment to holistic education, student wellbeing, leadership, innovation and responsible citizenship, down town Gurukul looks forward to another year of learning, growth and shared achievement.

Thank you for being an integral part of the down town Gurukul family.

