

# SETH M. R. JAIPURIA SCHOOLS

## A Brief Profile and Ways of Working

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### **About the Group**

The legacy of the Jaipuria Group attributes its roots to the vision of Padma Bhushan Shri Mangtu Ram Jaipuria, an educationist who laid the foundation for quality education in India with the establishment of Jaipuria College in Calcutta (now Kolkata). This foundation embarked in 1945 marked the beginning of a journey that has spanned over seven decades and four generations, distinguishing the Jaipuria Group from other educational institutions through its unwavering commitment to excellence.

### ***School Education:***

In the realm of primary and secondary education, Seth M. R. Jaipuria School has emerged as a pioneer in providing high-quality education on a national level. Since its inception in Lucknow in 1992, the network of Jaipuria Schools has expanded rapidly, with over 50 campuses and a student body exceeding 47,000. Consistently ranked among the top schools in India, Seth M. R. Jaipuria Schools are synonymous with academic excellence and holistic development, striving to provide access to quality education to students across the country.

### ***Higher Education:***

Today, the Jaipuria Institute of Management stands as an attestation to the group's commitment to providing world-class education. With AICTE-approved PGDM programmes offered across four campuses located in Lucknow, Noida, Jaipur, and Indore, the institute has emerged as one of the largest educational groups in northern and central India.

### ***Online Education:***

iJaipuria, the digital extension of the Jaipuria Group, revolutionizes education through innovative technology-driven solutions.

The growth and success of the Jaipuria Group is a testament to its unwavering commitment to excellence, innovation, and ethical business practices. Under the visionary leadership of Mr. Sharad Jaipuria, the group continues to expand its horizons, exploring new opportunities and pushing boundaries in both business and education. However, amidst this pursuit of growth and success, the Jaipuria Group remains grounded in its values, guided by the principles of integrity, inclusivity, and social responsibility. With a legacy built on passion, innovation, and a commitment to serving society, the Jaipuria Group continues to inspire generations and leave an enduring impact on the fabric of India's economy and education system.

### **National Education Policy 2020 and Seth M. R. Jaipuria Schools**

The National Education Policy (NEP) 2020 aims to overhaul the Indian education system to foster holistic, flexible, and multidisciplinary learning. It envisions transforming India into a global knowledge superpower by providing high-quality education to all. The policy emphasizes early childhood care and education, foundational literacy and numeracy, inclusive and equitable education, teacher training, and the integration of technology.

Seth M. R. Jaipuria Schools align with NEP 2020 through their commitment to holistic education. By emphasising character-building, leadership, and value-based education, inclusive approach, and curriculum flexibility Jaipuria schools are well aligned to the vision and objectives of NEP 2020. Additionally, focus and investment in teacher training aligns with the NEP's focus on teacher development. By integrating technology in classrooms, Jaipuria Schools also resonate with NEP's vision of a tech-enabled education system, preparing students for the future.

## Curriculum at Jaipuria

The curriculum at Jaipuria Schools is defined by the core idea of self-learning. It strives to cultivate the habit of learning thereby making curricular content a pathway and not the destination. It visualizes learning as a matter of inquiry where the learner can question, seek answers, challenge opinions, and draw conclusions on a journey in his/her quest for knowledge. Therefore, this would mean that the trigger for learning and quest for knowledge needs to be stimulated from within and the motivation to learn cannot solely rely on external factors such as examinations and tests. In the process, the learner will develop immense self-control over thoughts and actions thereby taking the onus of learning on himself/herself. Hence, the curriculum questions the notion of schooling and hopes to initiate a learner to inquiry-driven knowledge in the later years with students.

### Uniqueness of Jaipuria Curriculum

Jaipuria curriculum is completely aligned with the National Education Policy 2020. We also follow a multi-disciplinary approach to education, which allows students to explore multiple areas of interest and gain a well-rounded education. The curriculum offered by Jaipuria is designed to meet the objectives set by the NEP, which include:

- Emphasis on experiential learning and critical thinking
- Incorporation of technology in teaching and learning
- Integration of vocational education and skill development
- Development of 21<sup>st</sup> century skills such as creativity, innovation, and problem solving.

### Our Values—SPICE

In recognition of the significance of value education in today's world and our role as educators in contributing to it, we have five core values into our curriculum. This amalgamation, known as SPICE, aims to not only cultivate academic excellence but also nurture responsible and compassionate global citizens among our students and staff.

SPICE encapsulates the following values that we, as a cohesive group, endeavour to practice and instill in every member associated with our educational community:

- **Sustainability (S):** Advocating sustainable practices to ensure the longevity of ourselves and our environment.
- **Possibility (P):** Promoting a mindset that embraces possibility thinking as a fundamental belief in our lives.
- **Integrity (I):** Upholding moral values in all situations, fostering a strong sense of integrity among students and staff.
- **Collaboration (C):** Encouraging teamwork and prioritizing collaboration over individual pursuits.
- **Empathy (E):** Cultivating the ability to relate to and connect with others, empowering and inspiring lives through empathy.

Through regular trainings and textbook integration, we emphasize the importance of regularly assessing the impact of SPICE integration through feedback from students, parents, and staff. We encourage continuous reflection on the effectiveness of initiatives and the refinement of strategies based on results. The integration of SPICE principles and the annual theme into everyday school functioning presents a transformative blueprint for education, preparing students not only academically but also instilling a deep commitment to values and ethical principles for their future endeavours.

### Pedagogical Approaches

The pedagogy (defined as the teaching-learning process) reflects the vision and premise of Jaipuria Schools. We follow the "I do, we do, you do" model that follows a gradual shift of responsibility for learning from the teachers to the

students. The "I do, we do, you do" model is effective because it provides a structured approach to learning that gradually builds student confidence and independence.

### **The foundational stage: (Nursery to Grade 2)**

In this stage, the teacher demonstrates or models the skill or concept being taught. This could involve explaining the process, providing examples, or demonstrating how to solve a problem. The purpose is to provide a clear understanding of what is expected and how it should be done. Teachers foster habits, control classrooms, and model behaviours, guided by ongoing assessments. Diverse strategies stimulate interest and open-mindedness, with tailored lesson plans supporting effective execution. Combining didactic and interactive approaches, it cultivates a dynamic learning environment.

### **Preparatory stage: (Grades 3 to 5)**

In this stage, the teacher demonstrates or models the skill or concept being taught. This could involve explaining the process, providing examples, or demonstrating how to solve a problem. The purpose is to provide a clear understanding of what is expected and how it should be done. Starting in primary years, it fosters supervised autonomy and inquiry through guided exploration. Lessons emphasize engagement and activity-based learning, with teachers facilitating independent inquiry. Responsibility shifts to students, who undertake investigations and self-directed tasks. By grade 5, students are expected to be accountable for their learning. Emphasizing hands-on instruction, it aims to cultivate curiosity and self-discovery, fostering a dynamic classroom culture.

### **Middle and Senior school: (Grades 6 to 12)**

In this stage, the curriculum fosters a student-led approach wherein the students work independently to apply the skill or concept on their own and take the lead in structuring their learning, leveraging the habits nurtured over years. The teacher shifts from a central role to a guiding presence alongside students. The curriculum trusts in students' capacity for knowledge construction through exploration in a supportive environment. Dialogue between student and teacher is paramount, with critical questioning as a foundation. Students are empowered with autonomy, choice, and skill support, guided in their explorations to reach their full potential.

## What Policy Says and What Jaipuria Does

### **Importance of Sanskrit:**

#### **What Policy Says**

The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

Para 4.17, National Education Policy 2020

In India, Sanskrit teaching and learning begins in class V or VI without introducing any love for the language in the earlier grades. Research concludes that the age when a new language is learned easily, with great fluency and near-perfect accent, is from birth to age 7 & 8, after which it becomes much harder. The second lacuna present in Indian schooling is that the Sanskrit curriculum is crowded with conjunction tables, grammar or vyakaran and these hide from our students, the joyous treasures of Sanskrit language.

#### **What Jaipuria Does**

At Jaipuria, we deliver a Sanskrit programme of education from Nursery level. Our vision is to empower every child with the ability to understand and converse in Sanskrit and thereby, bring about a recovery of our national character and values. We teach simple conversational Sanskrit—Sambhashaniya Sanskrit. Our aim was neither to create mantra reciting parrots nor scholars nor pandits. Our mission is to engage in the task of nation-building through a transformation of consciousness of students of India through the unique program of Devbhasha—a conversational Sanskrit curriculum.

At Jaipuria, we adopt a three-pronged approach:

1. To inculcate in the students a basic love for Sanskrit language, which would build in them a curiosity to explore that rich literature which is hidden in its folds.
2. To repackage Indian culture and heritage for the students in such a manner that it would inculcate in them, the love for Indian culture and thereby a lasting respect for their Motherland—a fact that is hitherto missing in Indian students pan India.
3. To bring about a positive transformation in the character and values of our students.

### **Continuous Professional Development:**

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Para 5.15, National Education Policy 2020

School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Para 5.16, National Education Policy 2020

At Seth M. R. Jaipuria, we take upskilling and reskilling very seriously. We have a dedicated Professional Training and Development team that provides our teachers with regular support on aspects of pedagogy and curriculum covering various topics. This helps our teachers to keep their skillsets updated and relevant, and allow them to experiment with new and innovative teaching methods aligned to life-long learning. We focus on making our educators reflective practitioners; and hence support all our teachers with an Annual Reflection Journal to document their learning journey. The following are the major CPD intervention with teachers.

1. **Upskill:** This is a week-long learning extravaganza that happens typically during the summer break. About 100 internationally-acclaimed educators share their knowledge and expertise with our teachers on carefully selected 50+ pedagogical topics. Upskill is delivered on a hybrid mode.
2. **Induction Training:** This is a year-long self-paced training designed for newly recruited teachers to understand the Jaipuria curriculum and pedagogy. This is delivered through our own learning management system—JLearn.
3. **Thematic / Focussed Training:** Every year, we select a relevant theme to drive impact in our learning spaces. The themes are carefully chosen and integrated in day-to-day teaching-learning experiences. Social and emotional learning (SEL), Sustainable development goals (SDGs), Global citizenship were some of the themes covered in the past few years. The learning theme for AY 2025-2026 is “Celebrating Bharat: A Land of Diverse Cultures”.
4. **T2T Enrichment Training:** As part of driving growth amongst our teachers and making the profession aspirational, we conduct T2T (Teacher-to-Teacher) Enrichment Training on selected pedagogical areas in a cascade-mode of delivery. The teachers who are part of this training have a responsibility to go back and train all their colleagues using the same structure and guidance.
5. **Jaipuria Leadership Program:** Held twice-a-year, this is targeted to the headships of our schools. The principals, vice principals, headmasters all assemble and deliberate on critical issues of school functioning and administration. Innovation and brainstorming are characteristics of this intense program.
6. **Jaipuria Annual Ideation Program:** This is targeted to school counsellors. Having a great parent connect, understanding the ethos and larger vision, ability to do capacity mapping for optimum space usage are some of the key areas covered in this training.

**Benchmark Assessments:**

What Policy Says

To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education system, including for public disclosure by schools of their overall (anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system.

Para 4.40, National Education Policy 2020

We at Jaipuria conduct benchmark assessments, also frequently called interim assessments. They are conducted between formative and summative assessments. They are fixed assessments, evaluating students against specific grade-level standards and learning goals rather than simply taking a quick pulse of understanding. At Jaipuria, the twice-a-year benchmark assessments happen at three levels—Grade 3, Grade 5, and Grade 8.

Three focus domains of benchmark assessment are Literary Competency (English), Scientific Competency (Science), and Numeric Competency (Mathematics). The purpose of benchmarking is to identify students' academic strengths and weaknesses and use that information to guide future instruction, and support success on later summative and high-stakes tests.

What Jaipuria Does

**Domains tested:**

<b>Literary Competency</b>	<b>Scientific Competency</b>	<b>Numeric Competency</b>
1. Locate and identify relevant action (of characters) and information in texts through diagrams and illustrations 2. Make inferences about relationships (between characters) or to provide explanations and predictions 3. Recognise the meaning of figurative language or word choice in conveying the writer's point of view	1. Explain a phenomenon using a scientific concept or principle  2. Construct and evaluate designs for scientific enquiry and interpret scientific data and evidence critically 3. Research, evaluate, and use scientific information for decision making and action	1. Formulating situations mathematically  2. Employing mathematical concepts, facts, procedure and reasoning  3. Interpreting, applying and evaluating mathematical outcomes

### **Academic Audit of Teachers:**

#### **What Policy Says**

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

Para 5.20, National Education Policy 2020

#### **What Jaipuria Does**

At Jaipuria, we conduct a pedagogically-driven, framework-supported, comprehensive audit of curricular and co-curricular teachers to support schools towards identifying gap areas and guide all stakeholders towards reflection. The biggest strength of the audit exercise is its progressive nature, where teachers are not labelled but championed towards the core purpose of improvement. Self-reflection and striving for collective teacher efficacy are intrinsic elements of the implementation.

The unbiased and non-threatened process of measuring classroom effectiveness of a teacher enables the school management to:

- a. Identify the strengths and areas of improvement for individual teachers
- b. Bring accountability into the system
- c. Suggest areas of professional development to the teachers
- d. Utilise resources more effectively within the school system.

### ***Equitable and Inclusive Education:***

What Policy Says

While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following sub-sections.

Para 6.2, National Education Policy 2020

Seth M. R. Jaipuria School, Gomti Nagar mentors a school for the underserved called Navsrijan, by offering its premises free of cost. Students at Navsrijan come from less privileged backgrounds, most of them from neighbouring slums, wherein they work for a living. The kind of values, ethos they bring to the table are noteworthy. Navsrijan classes are conducted after regular school hours with a separate block with proper infrastructure, dedicated to their education. Some students are also shifted to the mainstream based on excellence in their academic performance.

What Jaipuria Does

To help our students understand and to build empathy for people from under-served backgrounds, Jaipuria School has started the Buddy Interaction programme. Students of grade 7 from the main school pick one buddy from Navsrijan, with whom they exchange ideas and interests in order to get a glimpse into each other's lives.

Navsrijan is an English medium educational initiative that aims for inclusivity and provides opportunities for underprivileged. Under our guidance and support, we have educated 350 underprivileged children across the grades, from KG to 10th. We have worked to build an educational environment that enables the holistic development of its students. The students of our school have added a golden feather to academics and co-curricular fields. Our students have appeared for the Joint Entrance Examination Council JEECUP (Polytechnic) Uttar Pradesh 2022 and secured exceptional ranks. Students' endeavours have boosted their self-esteem and won accolades in various spheres and surpassed the students of many mainstream schools.

At Navsrijan, we are focusing on making them conscious, virtuous, and aware citizens of a democratic country. Our children of classes 6, 7, and 8 take up projects such as 'Responsible and conscious citizenship', 'Raising Universal consciousness', and 'Personal Transformation', and many more similar projects to establish themselves as ideal citizens of our nations and nurture themselves with values essential for living life.

One of the key elements of the Navsrijan initiative is the level of support provided to disadvantaged students so that they can feel at par with the other students and achieve their goals.

## **Social and Emotional Learning:**

### **What Policy Says**

Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

Para 4.28, National Education Policy 2020

### **What Jaipuria Does**

SEL is especially important in high school and higher secondary, because social-emotional skill levels actually fall during teenage years – by 30% on average. We anticipate these challenges and regularly train all our teachers on how to support well-being inside classrooms and beyond. Supported with relevant activities, the teachers gain meaningful insights on the topic, while understanding the elements of the CASEL framework.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is helping make evidence-based social and emotional learning an integral part of education from preschool through high school.

We also celebrate 11 March – The International SEL Day with much enthusiasm. Weeklong events are planned in our schools and we also organise special read-aloud sessions both in English and Hindi. We are partners in this journey on Social-Emotional Learning with Persona Education UK and look towards making stronger impact in the lives of not only our students but their families as well.

## JLearn

The National Education Policy 2020 emphasises the pivotal role of quality education in fostering holistic development and nurturing critical thinking skills among learners. Central to achieving this vision is the implementation of robust lesson planning practices, which serve as the cornerstone of effective pedagogy. Key aspects highlighting the importance of lesson planning in the NEP 2020 framework include:

- **Customisation and Differentiation:** Lesson planning enables educators to tailor instructional strategies and content delivery methods to accommodate diverse learning styles, abilities, and backgrounds of students, thereby promoting inclusivity and equitable access to education.
- **Competency-Based Learning:** The NEP 2020 advocates for a shift towards competency-based education, emphasizing the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication. Thoughtfully crafted lesson plans facilitate the integration of these competencies into the curriculum, fostering holistic growth and preparing students for future challenges.
- **Integration of Technology:** Recognizing the transformative potential of technology in education, the NEP 2020 underscores the importance of leveraging digital tools and resources to enhance teaching and learning outcomes. The Lesson Plan Portal harnesses the power of technology to streamline lesson planning processes, promote innovation, and facilitate continuous professional development among educators.

The JLearn Portal, our own Learning Management System is designed to support educators in delivering tailored lesson plans that cater to the diverse needs of learners. Aligned with the core principles of Global Citizenship Education (GCED), this platform is dedicated to fostering inclusivity and accessibility, ensuring that all learners, regardless of background or ability, have the opportunity to thrive. By embracing the ethos of “Learn for All,” the JLearn portal aims to empower educators to create an environment where every student’s learning level is recognized and supported, ultimately nurturing a generation of globally conscious individuals ready to excel in our interconnected world. The JLearn Portal serves as a comprehensive repository where educators can access, create, share, and collaborate on lesson plans across diverse subjects and grade levels. By leveraging modern technology, the portal offers a user-friendly interface, fostering seamless navigation and interaction for educators at all proficiency levels.

JLearn offers the following features:

- **Resource Repository:** Access a vast collection of curated teaching materials, including multimedia resources, worksheets, assessments, and interactive simulations, to enrich lesson plans and engage learners effectively.
- **Interactive Workshops:** Foster collaboration and knowledge sharing among educators by creating and joining collaborative lesson planning groups, where ideas, best practices, and feedback can be exchanged in real-time.
- **Collaboration Space:** Connect with fellow educators, share ideas, and collaborate on lesson plans. Ensure alignment with national and state curriculum standards by leveraging pre-designed templates and guidelines embedded within the portal, facilitating seamless integration of lesson plans into existing educational frameworks.
- **Assessment Tools:** Explore assessment strategies aligned with lesson objectives. Track the effectiveness of lesson plans through performance analytics and actionable insights, enabling continuous refinement and improvement based on student outcomes and feedback.
- **Evaluation parameters:** Integrating evaluation parameters into our LMS portal enables real-time feedback from teachers to enhance lesson effectiveness and student engagement. This data-driven approach fosters continuous improvement and more effective teaching practices, ultimately leading to enhanced student learning experiences.
- **IDEAL 2.0:** At Seth M.R. Jaipuria Schools, we always like to stay a step-ahead and take proactive steps to cater to the changing requirements for education, drawing insights from leading global education bodies and aligning with the directives outlined in the National Education Policy 2020. Emphasis is placed on fostering learning experiences that are real, connected, contextual, and impactful. In IDEAL 2.0, there is a significant transition

from traditional project learning to a project-based learning approach. These project based activities, aligned to the monthly curricular plans, will be undertaken while covering the dedicated curricular topics, allowing students to apply and deepen their knowledge in a practical context.

- **Teacher Resources:** Jaipuria Schools believe in continuous professional development of teachers. The central office conducts centrally organized training for teachers from time to time to update them with innovations and developments in the education field. This section enables teachers to find the training resources that are useful in an academic year.