



PRINCE ASHOKRAJE GAEKWAD SCHOOL

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VISION

The locomotive of life needs the piston of practical wisdom and the governor of contemplative wisdom. The phalanx of Prince Ashokraje Gaekwad School envisages facilitating youngsters entrusted to its care, evolving into self-confident individuals with great concern for the rest of the world.

MISSION

The music of education entails aligning of the rhythm of educative experience with the melody of instinct for learning. The purpose of Prince Ashokraje Gaekwad School is to so tailor educative experience as to impel the instinct for learning of individual learners.





"I never let my schooling, interfere with my Education," declared Mark Twine once.

Schooling and Education should not be confused, what should be strived for, is to get schooling, congenial for education.

Children in schools are delayed action bombs, assembled in class rooms, only to spring into action appropriately, at appropriate times, later. This means, that the touchstone for Education, is how far the taught, get potential to parry with practical life, with facility. Thus, the mark of Education is to think clearly and to execute effectively, to achieve one's purpose with ease. It is the ability to arrive, at correct conclusions, on the basis of insufficient data. It is to be shrewd enough, to gain one's ends. This is precisely, what the ancient Greeks, called as prudence, or practical wisdom.

At the same time, it should not be misconstrued, that Education is to touch up, abject opportunism. It is not getting the youngsters, to have an eye for the main chance, to have an axe to grind and to jockey for position, always. It is not to engender qualified Eichmanns. Obviously, one should not gain one's ends at the expense of others or spelling out disaster for others. What one aspires for and achieves, must be ethically acceptable. Thus, contemplative wisdom to dovetail with practical wisdom, as the objective of Education, becomes indispensable.

One might wonder, if practical wisdom and contemplative wisdom could be complementary to each other. Yes, it is possible for the really learned, asseverates Vidura Neeti

प्रज्ञामेवागमयति यः प्राज्ञेभ्यः स पण्डितः ।

प्राज्ञो ह्यवाप्य धर्मार्थं शक्नोति सुखमेधितुम् ॥

(Vidurneeti: 3.66)

The really learned, learn from all the learned and remain happy, achieving both, virtue and prosperity.

This is precisely what, Prince Ashokraje Gaekwad School, envisages.

Our centripetal attention is to facilitate youngsters entrusted to our care, evolve into self confident individuals, with great concern for the rest of the world

P. Varadarajan
Principal



I hear, I forget; I see, I remember; I do, I learn.

This is nothing but a truism. The success of any venture in the domains of Education is directly proportionate to , how far the same is steered by this irrefragable maxim. The students are involved in a variety of different educative activities, which are so customized that they not only make the process of learning lively and enjoyable, but also yoke well with the idiosyncrasies of individual learners. Power point presentation, project presentation, model making;- role play, group discussion, quizzing , taking to experiments in the science lab, math's lab activities, involvement in nature club, flower arrangement, fieldtrips, anchoring, debate, declamation, planning and participating in different cultural activities, clay modeling, making of fruit salad, vegetable salad and so on, are all availed much to the behoof of the students.





The ballast for the vessel of teaching-learning process, is the active and effective involvement of the students in the process. Mere monotonous chalk and talk drives the coffin nails, as far as the process of learning is concerned. Active and effective involvement of the students in the teaching-learning process warrants, getting the classroom transaction, student-centric. This is achieved on the campus of **PRINCE ASHOK-RAJE GAEKWAD SCHOOL VADODARA** through a judicious orchestration of, availing of the technology to provide a semblance of the concrete to the abstract, using - relevant and exciting teaching aids to button hole students into asking and answering questions, leading to lively and rewarding discussions, picture composition, story telling, group discussion, dramatization, getting the students to ask and answer questions outside the . school syllabus, through assembly interactions and also through different interactive sessions, on the occasion of different programmes and functions organized and so on.



CHEMISTRY LAB



PHYSICS LAB



LIBRARY



BIOLOGY LAB



COMPUTER LAB





The lamp of life has the flame of the intellect, the wick of the body and the oil of the emotion. Emotional catharsis is essential, if life is to be happy-go-lucky. The pristine sages of ancient India were fully aware of this, and set into practice a well planned scheme of festivities. Festivities not only lead to emotional catharsis, but also the much needed social cohesion. **PRINCE ASHOKRAJE GAEKWAD SCHOOL VADODARA** congenially avails all festivities, to effectively facet the affective domain of the students. Observing different festivities is simply desirable, even as a welcome change from the regular routine of the school and at the same time, has a lot of educative value, into the bargain. The objective is to get each and every student of **PRINCE ASHOKRAJE GAEKWAD SCHOOL VADODARA** to feel himself/herself to be primarily an Indian before anything else.





A teacher is comparable to an actor, for they both have to conceal what they are doing. Teaching is to facilitate learning. Concealing of teaching involves triggering of controlled, enjoyable and educative activities. This is precisely so, of especially teaching. With regard to the school has to be, the home away from home with a difference. The difference is that the school- home must involve educative exercises venerated with play, for play ensures the whole hearted involvement of the children.



PINCE ASHOKRAJE GAEKWAD SCHOOL VADODARA ensures this, it is all playing in sandpit, making thumb impression, talking of material used for cleaning, washing of hanky, observing things float, eating lunch, scribbling and colouring, featuring in 'fancy dress and performing and so on, as far as the -children are concerned, but the intended precipitate of learning sneak into the children, in the process.



Learning is not circumscribed by the school. The school only engenders learning to learn, to parry with the world. The students of **PRINCE ASHOKRAJE GAEKWAD SCHOOL VADODARA** venture outside the school very often, to observe, to imbibe, to verify, to interact and'to learn.

