



Academic Programme

Building Knowledge, Competence, Character, and Professional Readiness

At Adonai Ahavah Institute, learning extends beyond the acquisition of information. Students are encouraged to think critically, reflect thoughtfully, synthesize knowledge meaningfully, and communicate their understanding with clarity and authenticity. Through structured instruction, guided study, mentorship, reflection, and continuous feedback, the Academic Programme seeks to cultivate intellectual competence, confidence, self-awareness, and sound judgement. The programme prepares students not only for examinations, but also for lifelong learning, professional readiness, responsible leadership, and meaningful contribution to society while remaining grounded in identity, humility, and integrity.

**Adonai Ahavah Institute
of Professional Development**

Rooted in Identity, Ready for Purpose

SCHOLASTIC PROGRAMME

1. Overview

The Scholastic Programme provides structured academic preparation for students pursuing the Civil Services Examination (CSE), Combined Defence Services Examination (CDS), and other competitive examinations.

At Adonai Ahavah Institute, we believe that meaningful learning is strengthened when students are able to think critically, organise ideas coherently, connect knowledge meaningfully, synthesise information in relation to their own experiences, perspectives, and individuality, and communicate their understanding with clarity, confidence, and authenticity. True learning is not merely the accumulation of information, but the ability to understand, internalise, refine, synthesise, and reproduce knowledge in a manner that is thoughtful, articulate, authentic, and personally meaningful.

Our Academic Programme combines structured instruction, guided study, answer writing, current affairs engagement, and academic support while providing opportunities for reflection, introspection, and personal discovery. Students are encouraged to examine ideas thoughtfully, develop greater self-awareness, and cultivate a deeper understanding of both themselves and the world around them. Through this process of reflection and synthesis, knowledge becomes not only understood, but genuinely owned.

Through deliberate practice, mentorship, constructive feedback, and continuous evaluation, we seek to develop intellectual competence, confidence, responsibility, authenticity, and sound judgement. Students are encouraged to take ownership of their learning, communicate their ideas effectively, and continually refine their understanding through disciplined study, thoughtful reflection, and meaningful engagement.

The programme seeks to prepare students not only for examinations, but also for the responsibilities of higher education, professional life, public service, leadership, and meaningful contribution to society, while remaining grounded in identity, humility, integrity, and a lifelong commitment to learning and personal growth.

2. Academic Components

Academic lessons may comprise the following areas of study, depending upon the student's programme, academic requirements, chosen examination, Optional Subject, and the assessment and guidance of faculty and tutors.

I. General Studies Paper I: History, Culture, Society & Geography

Areas of study may include:

- i. Indian Heritage and Culture
- ii. Ancient, Medieval & Modern Indian History
- iii. Indian National Movement
- iv. World History
- v. Indian Society
- vi. Geography of India and the World
- vii. Social Issues

- viii. Demography and Population Issues

II. General Studies Paper II: Polity, Governance & International Relations

Areas of study may include:

- i. Indian Constitution
- ii. Polity and Governance
- iii. Parliament and State Legislatures
- iv. Judiciary
- v. Public Policy
- vi. Social Justice
- vii. Welfare Schemes
- viii. International Relations

III. General Studies Paper III: Economy, Science & Technology, Environment, Security & Disaster Management

Areas of study may include:

- i. Indian Economy
- ii. Economic Development
- iii. Agriculture
- iv. Science & Technology
- v. Environment & Ecology
- vi. Biodiversity
- vii. Disaster Management
- viii. Internal Security

IV. General Studies Paper IV: Ethics, Integrity & Aptitude

Areas of study may include:

- i. Ethics and Human Values
- ii. Emotional Intelligence
- iii. Public Service Values
- iv. Probity in Governance
- v. Ethical Decision-Making
- vi. Case Studies

V. Additional Areas of Study

- i. English Language Development
- ii. Current Affairs & Contemporary Issues
- iii. Answer Writing & Examination Skills
- iv. Essay Writing
- v. Analytical Reasoning
- vi. Reading Comprehension
- vii. Guided Study & Academic Support
- viii. Academic Mentorship

3. Optional Subjects

Students may pursue an Optional Subject aligned with their chosen examination, educational background, strengths, interests, and long-term aspirations.

Optional Subjects are offered based on student demand, faculty availability, institutional capacity, and academic suitability.

The selection of Optional Subjects and the emphasis placed on particular areas of study will be determined through ongoing academic assessment, consultation, and guidance by faculty and tutors.

Examples of Optional Subjects may include:

- i. Anthropology
- ii. Geography
- iii. History
- iv. Political Science & International Relations
- v. Public Administration
- vi. Sociology
- vii. Philosophy
- viii. Psychology
- ix. Economics
- x. Law
- xi. Commerce & Accountancy
- xii. Mathematics
- xiii. Literature Subjects
- xiv. Other Optional Subjects as available

4. Programme Structure

The Scholastic Programme is delivered through a combination of:

- i. Classroom Instruction
- ii. Guided Study and Supervised Learning
- iii. Academic Mentorship
- iv. Answer Writing Practice
- v. Essay Writing
- vi. Current Affairs Discussions
- vii. Newspaper Reading and Analysis
- viii. Mock Tests and Assessments
- ix. Individual Feedback and Academic Guidance
- x. Reading and Presentation Assignments
- xi. Personal Development and Reflection

5. Assessment and Feedback

The Institute places strong emphasis on continuous evaluation and timely feedback.

Assessment within the Institute is intended not merely to measure performance, but to guide improvement.

i. **Residential Students**

Residential Students benefit from a highly structured learning environment which includes:

- Daily Academic Assessments and Learning Checks
- Daily Newspaper Reading and Analysis
- Continuous Academic Monitoring
- Daily Interaction, Counselling, and Mentorship Opportunities
- Weekly Academic Review and Feedback Sessions

ii. **Day Scholars**

Students enrolled in one or two Academic Sessions will ordinarily participate in:

- Academic Assessments Conducted at least twice each week
- Regular Review of Assignments and Answer-Writing Exercises
- Individual Feedback following Assessments and Evaluations
- Ongoing Academic Guidance from Faculty and Tutors

6. Student Performance File

Each student is assigned an individual Performance File maintained throughout the duration of the programme.

The Performance File serves as a record of:

- Academic Assessments
- Mock Test Performance
- Answer Writing Progress
- Attendance and Participation
- Faculty Observations
- Reading Assignments
- Presentations and Reports
- Personal Development Progress

Performance Files are reviewed regularly by faculty and tutors to monitor growth, identify areas requiring support, and guide future academic planning.

Students receive ongoing feedback based upon their performance, participation, progress, and demonstrated areas of strength and improvement.

7. Reading Programme

Students are expected to cultivate habits of reading, reflection, and lifelong learning.

Each student will be prescribed at least one book each month selected to support academic development, critical thinking, communication skills, leadership, personal growth, professional readiness, or broader intellectual development.

Students may be required to:

- Submit a Book Report
- Deliver a Presentation
- Participate in Group Discussions
- Complete Reflective Assignments

8. Monthly Review

At the conclusion of each month, students will participate in a comprehensive review of their progress.

The Monthly Review may include:

- Academic Performance Evaluation
- Assessment Results
- Current Affairs Engagement
- Reading Programme Completion
- Book Report Evaluation
- Presentation Assessment
- Faculty Feedback
- Goal Setting and Development Planning

The purpose of the review process is to encourage accountability, recognise progress, identify areas for improvement, and support the continued growth of each student academically, professionally, and personally.

9. Individualised Learning

The Institute recognises that students enter the programme with different educational backgrounds, strengths, levels of preparation, learning styles, and examination goals.

Accordingly, instructional emphasis, study plans, assessments, reading assignments, academic priorities, and support measures may vary between students. Faculty and tutors may recommend particular areas of focus, additional support, specialised instruction, or adjusted study plans based upon assessments, academic performance, examination requirements, and professional judgement.

The Institute reserves the flexibility to modify instructional priorities, reading assignments, assessment schedules, and academic support measures in order to best serve the educational needs and development of individual students.