



Our Vision

To create future 'glocal' citizens through quality education, embracing the broad spectrum of socio-economic groups and nurturing the innate potential in pupils, enabling everyone to be a joyful learner in order to flourish in life.

Pawar Public School Nanded City

Annual Pedagogical Plan 2024-25



SCHOOL INFORMATION

NAME OF THE SCHOOL : Pawar Public School Nanded City

COMPLETE ADDRESS : Pawar Public School Nanded City, Sinhagad Road,
Pune - 411041

PHONE NO : 020-67506111/67506112

EMAIL ID : info@ppsnandedcity.com

WEBSITE : www.ppsnandedcity.com

Name of the Principal/ HOS: Dr. Mrs. Anjali Gurjar

Contact No.: 020-67506111/67506112

Email ID: principal@ppsnandedcity.com

School Details:

Year of Affiliation: 2016

Affiliation No.: 1130613

School Code: 30557

Middle/Secondary/Senior Secondary: Secondary

Boys/Girls/Co-Education: Co-Education

Day School/Day Boarding/ Residential: Day School

No. of Students: 3906 (Total) 2072 (Boys) 1834 (Girls)

No. of Divyang (with Special Needs) Students: 7

Facilities Available: As per CBSE Guidelines

No. of Students in Day School: 3906 **Day Boarding:** NA **Boarding:** NA

Location Type: Urban/ Rural/ Hilly Area: Rural

Is the School a Minority School? : No

Aided / Unaided: Unaided

School Quality Accreditation Details (if any): Submitted



School Academic Performance:

Pass Percentage during the last Academic Session

Class : Nursery to Std. X

Number of students appeared : 3698

Number of students passed : 3698

Pass percentage : 100%

Overall School Performance of the Current/ Previous Academic Session for Class X

Class X	2023-24	2022-23	2021-22	2020-21	2019-20
Total number of students	225	180	152	119	101
Total number of students appeared	225	180	152	119	101
No. of students passed	225	180	152	119	101
Pass Percentage	100%	100%	100%	100%	100%



Key Strengths of the School

- ❖ Student Centric Education – A Conducive Learning Environment
- ❖ Academic Excellence
- ❖ Inclusive Education
- ❖ Environment and Ecology consciousness
- ❖ Positive approach towards Digital Information and Technology
- ❖ Skilled, Empowered and supportive faculty
- ❖ Collaboration and Team work
- ❖ Strong and collaborative leadership
- ❖ Safe Learning Environment
- ❖ Reliable Support Staff
- ❖ State of the Art Equipment and Facilities
- ❖ Achievements at National and International Sports Tournaments
- ❖ Progressive approach towards Innovation and invention.
- ❖ Focus on Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)
- ❖ Learning is Holistic, Integrated, Enjoyable, and Engaging
- ❖ Equitable and Inclusive Education: Learning for All
- ❖ Standard-setting and Accreditation for School Education
- ❖ Adoption of Pedagogically Sound Teaching & Learning Practices
- ❖ Adoption of technology in teaching, learning and assessments
- ❖ Concept Based and Experiential Learning

Staff Details: The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or Part Education - Time)

Group	Regular	Number of Teachers	
		Trained	Un-Trained
Principal	1	All trained	None
NTT	24		
PRT	68		
TGT	59		
Special Educator	1		
PETs	11		
Librarian	3		
Counsellor	2		
Others (if any)	20		
Total	189		

Alumni Details

Name of the student	Batch	Course / Stream (Pursuing)	College/University/Institute/School
Srijan Shahane	2019-20	B.Tech in Climate Change Programme	Anant National University
Ankit Kesrod	2021-22	B.Tech	IIT Madras
Shravani Khot	2021-22	B.Tech + M.Tech	IIT Kharagpur
Anushka Wadekar	2022-23	Integrated B Tech (E&TC) Specialization :Artificial Intelligence and Machine Learning	MIT WPU
Gunjan Tapadi	2022-23	Science (Preparing for NEET and Medical Studies)	SM Junior College
Anngeleena M Yadav	2022-23	Commerce	RKT College
Aarushi Javale	2022-23	Integrated B Tech (CS)	MIT WPU
Shrisha Ranaware	2022-23	Science (Preparing for JEE)	Narayana Institute, Hyderabad
Ojas Sankpal	2022-23	Science (Preparing for JEE)	MP Junior College
Riya Gupta	2022-23	Humanities (Liberal Arts and Commerce)	Millennium School

ANNUAL PEDAGOGICAL PLAN 2024-25

Name of the member	Designation	Role in PPC
Dr. Mrs. Anjali Gurjar	Principal	Initiating, Planning, Guiding, Monitoring
Mr. Dinesh Bandila	Secondary Headmaster	Initiating, Planning, Guiding, Monitoring
Mrs. Rohini Joglekar	Primary Headmistress	Initiating, Planning, Guiding, Monitoring
Mrs. Rajashree Peshwe	Preprimary Headmistress	Initiating, Planning, Guiding, Monitoring
Mrs. Suruchi Paralikar	HOD English (Secondary)	Planning, Guiding, Execution
Mrs. Pratibha Wadekar	HOD English (Primary)	Planning, Guiding, Execution
Mr. Sunil Batule	HOD Hindi (Secondary)	Planning, Guiding, Execution
Mr. Anand Divekar	HOD Hindi (Primary)	Planning, Guiding, Execution
Mrs. Vaishali Sasode	HOD Mathematics (Secondary)	Planning, Guiding, Execution
Mrs. Nirmala Sundaram	HOD Mathematics (Primary)	Planning, Guiding, Execution
Mrs. Jayashree Shinde	HOD Marathi	Planning, Guiding, Execution
Mr. Aditya Lalit & Mrs. Geeta Bisht	HOD Social Studies	Planning, Guiding, Execution
Mrs. Deepali Joshi	HOD Science (Secondary)	Planning, Guiding, Execution
Mrs. Anuradha Raskar	HOD Science (Primary)	Planning, Guiding, Execution
Mr. Nachiket Joglekar	HOD HPE (Secondary)	Planning, Guiding, Execution
Mrs. Vinod Jadhav	HOD HPE (Primary)	Planning, Guiding, Execution
Mrs. Preeti Singh	HOD Arts	Planning, Guiding, Execution

PEDAGOGICAL PLAN COMMITTEE

Date	Stakeholders Consulted	Discussions Held
January 2024	<ul style="list-style-type: none"> • Principal • Headmaster & Headmistresses • All Class Coordinators • All HOD's 	<ul style="list-style-type: none"> ❖ planning of the yearlong activities under the Principal's instructions, ❖ framing the annual examination schedule, ❖ planning School functions, Sports activities, ❖ building the schedule of morning assemblies, PTM's and co-curricular activities etc.
February 2024	<ul style="list-style-type: none"> • Principal • Headmaster & Headmistresses • All Class Coordinators 	<ul style="list-style-type: none"> ❖ planning the constitution of different committees, ❖ framing the annual staff duty list in consultation with the Principal,
March 2024	<ul style="list-style-type: none"> • Principal • Headmaster & Headmistresses • All HOD's 	<ul style="list-style-type: none"> ❖ discussion of the class wise annual result, ❖ developing pedagogical plans department wise (Ex. Art Education, Theatre, developing Art Education integrated approach in teaching)
April 2024	<ul style="list-style-type: none"> • Principal • Headmaster & Headmistresses • All Class Coordinators • All HOD's • Teachers 	<ul style="list-style-type: none"> ❖ developing pedagogical plans ❖ planning the execution strategies ❖ resource planning ❖ record keeping, etc.
June 2024	<ul style="list-style-type: none"> • Principal • Headmaster & Headmistresses • All HOD's 	<ul style="list-style-type: none"> ❖ Monitoring and improvising ❖ improvisation in pedagogical plans etc

*Monthly review meetings will be conducted to assess the status of the pedagogical planning.

VISION, MISSION, VALUES, FOCUS & APPROACH



Our Vision

To create future 'glocal' citizens through quality education, embracing the broad spectrum of socio-economic groups and nurturing the innate potential in pupils, enabling everyone to be a joyful learner in order to flourish in life.



Mission Statement

The school shall strive to develop critical thinking, scientific temper, creativity, innovative outlook, aesthetic sense, sensitivity and social responsibility thereby making every pupil of PPS a role model for the society and a 'glocal' citizen striding towards developing sustainable goals upholding the school motto, 'Together we can make a difference'.

Mrs. Supriya Sule
Chairperson,
Pawar Public Charitable Trust



Our Values

- **SINCERITY,**
- **HONESTY/HUMBLENESS,**
- **ACCEPTANCE,**
- **LOYALTY,**
- **ORDERLINESS,**
- **COMMITMENT,**
- **ACCEPTANCE,**
- **RESPECT,**
- **EXCELLENCE,**
- **STRENGTH,**
- **MAGNANIMITY,**
- **DISCIPLINE**



Our Focus

The Pawar Public School is managed by the Pawar Public Charitable Trust, which is an organization that focuses on the needs of the less privileged sections of the society. At PPS we provide excellent educational experiences for all students and to promote respect and tolerance for all is underpinned by the strong core values. We believe in inculcating tolerance, patience and respect in each student for everyone in the society. The positive environment and culture in the school strengthen the functioning of the entire PPSNC Family. Our diligent and hardworking faculty members are committed to march forward working with each child as an individual ensuring personalized care and focusing on their specific needs. A strong emphasis is put on the upliftment of the literacy and numerical abilities including special induction of ICT practices. The results obtained by our students provide the evidence for the commitment of our hard working staff members. A broad range of specialized programs are also included under Co-scholastic curriculum viz. Physical Education, Visual Art Educations, library usage. The facilities have enhanced our already stimulating learning environment for our students to complement our innovative teaching and learning. Our focus is FLN, wherein we enable all children to read and respond with comprehension, independently write with understanding, develop number sense, mathematical thinking, problem solving and reasoning.



Our Teaching Learning Approach

To ensure students are engaged and involved in their learning at PPSNC we personalize learning in the following ways:

- 1.**Planned curriculum based on each individual child's needs which includes: emphasis on prior knowledge, stress on individual interests, identifying the abilities and skills of students helps them identify their future learning goals, Students and teachers constructing learning pathways together based on two-way feedback conversations, etc...
- 2.**Experiential learning as a way of life is not environment or curriculum specific.
- 3.**Constructivist approach, collaborative approach, reflective approach, integrative approach, and inquiry-based approach.
- 4.**Teachers and students hold feedback conversations to discuss data and developmental needs and together they set goals. They discuss ways to reach those goals and the types of evidence that the students will need to produce.
- 5.**Scope and sequence needs to be flexible.
- 6.**Parents can track the progress of their wards via the parent portal.
- 7.**Teachers get to know students as "people" not just "students" and what their interests are.
- 8.**ICT is used as a tool to personalize learning.
- 9.**Active learning (clearly identifying learning aims and objectives in each subject, the development of concepts that help individuals understand and describe the learning process they are going through, emphasizing a holistic understanding of each academic discipline, building bridges between what is learned in one context and in another, ongoing professional development for teachers and the creation of professional learning communities that support teaching practice)
- 10.**Critical thinking and problem-solving are often cited by our parents as some of the most important skills we teach. The resiliency that comes along with sticking with a challenge, along with having a growth mindset, allows students to approach learning in a positive way. The self-confidence that is gained by problem-solving and collaborating with classmates is critical in the development of children.
- 11.**There is plenty of creativity in the school. From numerous cross-curricular efforts to the weekly immersion in the Art Educations through performance and visual/graphic Art Educations, PPSNC students are constantly creating.
- 12.**There are many activities in collaboration. More collaborative learning means more emphasis on cooperation.
- 13.**Group discussions, debates, etc. are some of the activities that teach the students to be confident in communicating. By sharing and discussing in non-judgmental and open environments, communication skills begin to expand, planting the seed that brings us right back to creativity and critical thinking.
- 14.**Sports activities can help students to develop self-confidence and self-esteem. Even small things in sports can enhance the student's self-esteem.
- 15.**We conduct community outreach programmes that help to train students to realize the societal needs and issues for creating sufficient awareness.
- 16.**International exposure (EUMIND, Global Scholars) aims to connect many students from India and Europe as possible, in order for them to learn from each other's strengths and develop their intercultural competencies.
- 17.**CBSE HUB activities (student exchange, sports, teacher training)
- 18.**At PPSNC, education is enhanced through the use of toy-based pedagogy. This approach integrates playful, hands-on activities and toys into the learning process, making it more engaging and effective for students.

Culture of our School



PPSNC has a strong culture, there are many, overlapping, and cohesive interactions among all members of the organization. As a result, knowledge about the organization's distinctive character and what it takes to thrive in it is widely spread and reinforced. Beliefs, values, and actions spreads the farthest and be tightly reinforced when everyone is communicating with everyone else. In this strong school culture, leaders communicate directly with teachers, administrators, counsellors, and families, who also all communicate directly with each other. Success, joy, and accomplishment, are all main features of our school. In this positive culture, teachers are excited to work because they see the bigger picture, and students are in a better position (mentally and emotionally) to learn.

Following ways are followed by the leader in order to maintain positive culture at school :

- Create meaningful parent involvement
- Celebrate personal achievement and good behavior
- Establish school norms that build values
- Set consistent discipline
- Model the behaviors you want to see in your school
- Engage students in ways that benefit them
- Create rituals and traditions that are fun for students and teachers
- Encourage innovation in the classroom
- Professional development for teachers
- Maintain the physical environment of school
- Keep tabs on our school's culture, and make adjustments when necessary
- Eco-friendly(solar power)
- Inclusivity and respect
- Holistic Development
- Student-Centered Learning
- Collaborative Learning
- Lifelong Learning
- Innovation and Creativity
- Discipline and Integrity
- Safe and Nurturing Environment
- Excellence in teaching
- Community Engagement



Goals to be achieved –Annual and Long Term

Following goals are set:

1. To enhance the experiential learning for all the offered subjects.
2. Planning curriculum for the value building among the students.
3. To design a curriculum for mental, physical, emotional and social wellbeing of the students along the academic interests of the students.
4. To offer vocational learning.
5. Planning the curriculum in according with NEP 2020 and 21st century skills / NCF 2021.
6. To increase the number and areas of opportunities (Co-scholastic and Scholastic).
7. To strengthen the guidance and counseling program in the school, to empower children, build up their capacity for self-management, as also to guide them academically to assume more responsibility for their own learning especially in the senior classes.
8. To continue with the training sessions for the teachers.
9. To ensure that all facilities required for implementing and achieving goals are made available on timely basis.
10. Arrange extra classes for remedial, heartfulness, etc.
11. To help students be leaders of the global world and good citizens.
12. To enable all children to read and respond with comprehension, independently write with understanding, develop number sense, mathematical thinking, problem solving and reasoning.
13. To develop critical thinking and holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
14. To have STEM and STEAM learning as an integral part of Education for every child's development.
15. To develop reading culture.
16. To achieve successful teaching with toy-based pedagogy, it is essential to effectively incorporate engaging, hands-on activities and educational toys into the learning experience.
17. Our focus is on fostering the 4C's of 21st-century skills—critical thinking, communication, collaboration, and creativity—to support a child's holistic development.
18. At every stage of education, we emphasize the implementation of NEP 2020 and adherence to NCF curriculum guidelines to ensure the holistic development of each child.



Consultations and discussions held for preparing the annual plan

Pedagogical planning is undertaken after series of discussions over the review of the previous session, analyzing the level of achievement in terms of the preset aims and objectives, for pedagogical planning in the school is undertaken by the in- charges of identifying the learner centric educational needs, resource availability and possibility, teaching -learning strategies, methodologies and innovations in both, methodology of assessments with timelines and periods to prepare remedial action reports for implementation. The responsibility respective classes, subject coordinators and the selected teachers under the guidance of the Principal. The Principal demonstrates the feedback, the expectations in the proposed annual pedagogical planning with instructions and guidelines.

The Principal convenes brainstorming sessions before planning is finalized.

The process of preparing the annual plan involved a series of detailed consultations and discussions, all conducted under the expert guidance of the principal. Here's a breakdown of the approach:

- 1. Initial Planning Meetings:** The process begins with a series of meetings between the principal, academic coordinators, and key faculty members to outline the framework and objectives for the year. The focus was on aligning the plan with the school's mission, NEP 2020 guidelines, and NCF curriculum goals.
- 2. Departmental Input:** Each department is invited to contribute its insights and proposals, highlighting the specific goals, challenges, and resource requirements for the upcoming year. These discussions covered academic strategies, extracurricular activities, and co-curricular initiatives.
- 3. Teacher Consultations:** Regular consultations are held with teachers to gather feedback on past plans, identify areas of improvement, and brainstorm new initiatives. This helped in incorporating innovative teaching methods, toy-based pedagogy, and 21st-century skills development into the plan.
- 4. Student-Centered Discussions:** The principal also facilitates discussions focused on student needs, ensuring the annual plan supports their academic progress, holistic development, and emotional well-being. Inputs from student councils and representatives were taken into account to ensure student voices were heard.
- 5. Community and Parent Involvement:** Open forums and parent-teacher meetings were held to involve parents and the broader community in the planning process. This helped align the school's goals with the expectations and aspirations of families.
- 6. Final Draft and Review:** Once all inputs were gathered, a comprehensive draft of the annual plan is prepared and reviewed by the principal, along with senior staff. After thorough discussions and necessary revisions, the plan is finalized, ensuring that it is achievable, well-resourced, and focused on continuous improvement.
- 7. Implementation Strategy:** The principal then oversees the development of an implementation strategy, including timelines, monitoring mechanisms, and evaluation criteria to track the progress of the annual plan throughout the year. This collaborative process ensures that the annual plan is well-rounded, forward-looking, and aligned with both the school's long-term vision and day-to-day needs.

ACADEMIC RESOURCES

Name of the Academic Resources Segment –wise

Resource	Section	Usefulness
OUTDOOR PLAY AREA	Foundational Stage	Students gain strength, coordination and dexterity through various outdoor play activities. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play.
GARDEN	All sections	Students develop and enhance their senses through equipment and activities. High-intensity activities like a sensory pathway get the blood pumping, helping children to sit still and focus for longer periods of time in the classroom
MONTESSORI APPARATUS	Foundational Stage	Students develop their confidence, independence and competence, as they learn by doing. The scientifically designed apparatus aids in learning the concepts using concrete aids.
ART EDUCATION ROOM	All sections	Students develop fine motor skills, creativity, imagination and expression and develop aesthetic sense through drawing & coloring and craft activities.
LIBRARY	All sections	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning.
MUSIC ROOM	All sections	Students enhance their vocal skills, learn about sequencing and ordering.
A V HALL /STAGE AREA	All sections	Students learn to self-regulate their emotions as well as express themselves in front of an audience, thereby instilling self-confidence.
ACTIVITY ROOM	All sections	Various activities undertaken in the activity room, where kids are exposed to do pretend play-portrayal of a doctor, carpenter, mechanic, chef, etc. – teach them life-skills through related objects. It also instills social skills and respect for all helpers.

Resource	Section	Usefulness
SMART EDUCATION CLASSES	All sections	Uses interactive modules like videos and presentations. These visually attractive methods of teaching help students learn a concept that is difficult to understand through traditional methods.
MATHS LAB	All Sections	Students can learn and explore mathematical concepts and verify mathematical facts and theorems through a variety of activities using different techniques. It helps the students to build interest and confidence in learning the subject.
COMPUTER LAB	All Sections	Students are provided with a vast array of I.T resources needed to promote learning.
BIO LAB	Preparatory , Middle , Secondary Stage	Students are encouraged to learn through experiments and understand various concepts beyond their books away from the conventional classroom teaching. Observations and experiments make learning more interesting and fun. Students enjoy performing experiments as they learn something new from the results.
PHYSICS LAB		
CHEMISTRY LAB		
SST LAB (Social Science)		
COMPOSITE LAB	Preparatory , Middle , Secondary Stage	Students get equal opportunity for developing their scientific skills and interests by following the principle of learning by doing.
PLAYGROUND (Indoor Games & Gym)	All sections	It positively impacts student's emotional, social, physical, and mental growth. Various other advantages include increased self-esteem, critical thinking skills, and a strong immune system.
CANTEEN	All sections	To get students to make healthier food choices to improve their overall lives. Students are learning a life skill and know that healthy food tastes great. Eating healthier can improve student self-esteem. Other skills are also being refined such as math and reading comprehension.

Resource	Section	Usefulness
CAREER GUIDANCE CELL	Secondary Stage	The career guidance cell provides relevant academic and career information to enable Students to make informed decisions along the way.
HOME SCIENCE LAB	Secondary Stage	The lab is useful learning space for students to apply scientific principles to food production and other home science activities. The lab provides hands-on experience and help students develop skills in areas such as: Cooking , Food preparation , Nutrition, Household and Crafts
POTTERY	Middle Stage and Secondary Stage	It helps in children refine their hand-eye coordination, dexterity, and finger strength. These skills are not only important for pottery but also for everyday activities like writing, drawing, and tying shoelaces.
FIM LAB	Middle Stage and Secondary Stage	The main objective of maths lab is to provide hands on learning opportunities for the students. It will motivate students to master math skills and problem solving techniques. It will improve the students' ability to learn mathematics.
STEM/STEAM LAB	Middle Stage and Secondary Stage	STEM labs provide a space where learners have personalized access to resources and opportunities to meet their unique circumstances. Students are empowered to take creative and intellectual risks and have the opportunity to experience failure as a moment of learning. It is a dynamic innovation and research centre that brings STEAM learning to children.It offers a wide range of stimulating, educational and fun robotics and electronics programs for young minds.

Curriculum Details

Class	Subjects Offered
CLASS I	English, Hindi, Marathi, Math, EVS, HPE, Value Education, GK, Computer, Art Education, Music, Dance, Karadi Path
CLASS II	English, Hindi, Marathi, Math, EVS, HPE, Value Education, GK, Computer, Art Education, Music, Dance
CLASS III	English, Hindi, Marathi, Math, EVS, SST, HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance, FIM
CLASS IV	English, Hindi, Marathi, Math, EVS, SST, HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance, FIM
CLASS V	English, Hindi, Marathi, Sanskrit, Math, EVS, Social Science, Science, HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance, FIM
CLASS VI	English, Hindi, Marathi, Sanskrit, Math, Social Science, Science, Skill Education (Design Thinking), HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance
CLASS VII	English, Hindi, Marathi, Sanskrit, Math, Social Science, Skill Education (Financial Literacy), Science, HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance
CLASS VIII	English, Hindi, Marathi, Sanskrit, Math, Social Science, Science, Skill Education (STEM), HPE, Value Education, GK, Work Education (Computer), Art Education, Music, Dance
CLASS IX	English, Hindi, Marathi, Sanskrit, Math, Social Science, Science, HPE, Value Education, GK, Work Education, Art Education, Music, Home Science, IT
CLASS X	English, Hindi, Marathi, Sanskrit, Math, Social Science, Science, HPE, Value Education, GK, Work Education, Art Education, Music, Home Science, IT

Weekly class wise subject wise timetable (Total number of periods.)

- As per CBSE guidelines



PEDAGOGICAL STRATEGIES

Class-wise and Subject-wise: Art Education integration, innovative pedagogies, and co-scholastic activities

Annual Plans from Nursery to Std. X

<https://drive.google.com/drive/folders/1uvfhiO49FfUrHUGlOsowOjnFK5UY0TQZ?usp=sharing>

Book Lists from Nursery to Std. X

<https://drive.google.com/drive/folders/1G3N0l1qSlcHsqAk8GBjw1unpFHcDU2oV?usp=sharing>

We additionally refer to the NCERT textbooks prescribed for each grade level.



CURRICULUM PLANNING AND ITS TRANSACTION

The school has a well conceptualized curriculum based on the following factors:

1. CBSE, NCF, NEP 2020
2. Syllabus planning
3. Pedagogy and Methodology
4. Co-Curricular Activities
5. Monitoring and Assessment

At PPSNC, curriculum is designed for the holistic development of its students. It is ensured that it meets the development of cognitive, affective and psychomotor domains of learning. The overall flow is defined as follows:

Flow of Curriculum planning and Transaction

Step 1: Selection of Books/Study material

Step 2: Curriculum Blueprint (Curriculum Design Process)/ Annual Curriculum Planning

Step 3: Lesson Plan

Step 4: Teachers Notes

Step 5: Classroom Activity

Step 1: Selection of Books/Study material:

HOD along with the team of teachers reviews the textbooks /study material used in the existing year with regard to the quality of the content, implementation, its transaction and relevance.

Teachers also scrutinize the other textbooks/content for comparison. Based on defined criteria, books/study material is selected by the teachers to be followed in the new academic year.

Step 2: Curriculum Blueprint (Curriculum Design Process)

The Curriculum Blue-Print (CBP) is prepared by the Subject teachers depending upon the school calendar. It should include the learning outcomes prescribed by NCERT, Subject Enrichment Activities, Assessment Techniques, Field Trips, Instructional Methods and the number of periods required to achieve the same. (As per the prescribed format) .CBP to be reviewed by HOD, amendments is to be done which are further reviewed by the academic coordinator and finally validated by the Principal. Subject Teachers prepare curriculum blueprint which has the following format:

Month	No.of Days	Topic	Subtopics	Learning Objectives	Methodology	Learning Outcome	Interdisciplinary Integration	Activities	Assessments	Values	21st Century Skills	Resources	Portion
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Assessments :

- **Subject Enrichment**
- **Multiple Assessment**
- **Project**
- **Portfolio**

Step 3: Lesson Plan

Subject Class/ Division	Topic / Subtopic	Teaching objectives with reference to NEP 2020/NCF	Learning Outcome aligned with 21st Century Skills Development	Methodology/Resources/ Teaching Aids	Interdisciplinary Linkages Values	Homework / Remarks
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- **NCF Features**
- **Activities**
- **Skills**
- **Values**



Detailed lesson plan for a month to be prepared by the teachers

The lesson plan must include learning objectives, instructional method, Instructional resources like models, video links etc., set induction, method of recapitulation, assignment and details of constructivist approach and the integration. Teachers to ensure that learning objectives stated in the Curriculum Blue Print are met properly through the lesson plan. The lesson plans should be submitted to the academic coordinator monthly.

Step 4: Teachers Notes

Topic wise split-up along with no periods/days/ dates for each topic and subtopic are planned in Teacher's Notes. Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment , Subject Enrichment, Project, Portfolio to be recorded in the Teacher's Notes.

Teachers decide the learning objectives, procedure, criteria for assessment and the relevant rubrics for the same.

Step 5: Classroom Activity

The record of daily classroom activity, Home Work assigned & follows up to be recorded in the class lesson plan. The various teaching strategies used are as follows:

1. Role plays
2. Integrated Learning
3. Collaborative and Interdisciplinary approach
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Flip classes
8. Teaching through e-content
9. Collaboration
10. Presentations
11. Field Trips Assessment tools and rubrics for each class and each subject

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, program planning and evaluation. To achieve this aim, criterion referenced assessment designed by the teacher is recommended.

Purposes of Assessments:

- To identify the children's learning needs. (IEP : Individualized Education Plan)
- To help the teacher plan educational programs for the children.
- To indicate which specific educational objectives have or have not been achieved.
- To serve as continuous evaluation.

Assessment tools and rubrics for each class and each subject

Foundational Stage

The assessment tool used for the Foundational Stage is the Holistic Progress Card (HPC), following the CBSE guidelines. This approach ensures a comprehensive evaluation of a child's development across various dimensions.

Preparatory Stage

Subjects	Term I (100 Marks) (1st half of the session)		Term II (100 Marks) (2nd half of the session)	
	Periodic Assessment	Half Yearly Exam	Periodic Assessment	Yearly Exam
<ul style="list-style-type: none"> • ENGLISH • HINDI • MARATHI • SANSKRIT • MATH • EVS • SCIENCE • SST • ANY OTHER SUBJECT 	<ul style="list-style-type: none"> • Written Exam Periodic Assessment 30 marks. • Periodic Test 5 marks with syllabus covered till announcement of test dates by School • Multiple Assessment 5 marks • Portfolio 5 marks at term end • Sub Enrichment 5 marks at term end 	Written exam for 50 marks with syllabus covered till announcement of Half Yearly exam dates by school.	<ul style="list-style-type: none"> • Written Exam Periodic Assessment 30 marks. • Periodic Test 5 marks with syllabus covered till announcement of test dates by School • Multiple Assessment 5 marks • Note Book Submission 5 marks at term end • Sub Enrichment 5 marks at term end 	Written exam for 50 marks with syllabus covered till announcement of Yearly exam dates by school.

Grading scale for scholastic areas:

Marks Range:	90 - 100	75 - 89	56 - 74	36 - 55	0 - 35
Grade :	A+	A	B	C	D

Grading scale for Co-scholastic areas:

Grade :	A+	A	B	C	D
Remark :	Outstanding	Excellent	Very Good	Good	Scope for Improvement

Middle Stage

Subjects	Term I (100 Marks) (1st half of the session) 20 marks Periodic Assessment + 80 marks for Half Yearly Exam		Term II (100 Marks) (2nd half of the session) 20 marks Periodic Assessment + 80 marks for Yearly Exam	
	Periodic Assessment (20 marks)	Half Yearly Exam (80 marks)	Periodic Assessment (20 marks)	Yearly Exam (80 marks)
<ul style="list-style-type: none"> • ENGLISH • HINDI • MARATHI • SANSKRIT • MATH • EVS • SCIENCE • SST • ANY OTHER SUBJECT 	<ul style="list-style-type: none"> • Periodic Test 5 marks with syllabus covered till announcement of test dates by School • Multiple Assessment 5 marks • Portfolio 5 marks at term end • Sub Enrichment 5 marks at term end 	Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam dates by school.	<ul style="list-style-type: none"> • Periodic Test 5 marks with syllabus covered till announcement of test dates by School • Multiple Assessment 5 marks • Note Book Submission 5 marks at term end • Sub Enrichment 5 marks at term end 	Written exam for 80 marks with syllabus covered till announcement of Yearly exam dates by school.

Grading scale for scholastic areas: Grades are awarded on a 8 - point grading scale as follows

Marks Range:	91 - 100	81 - 90	71 - 80	61 - 70	51 - 60	41 - 50	33 - 40	0 - 32
Grade :	A1	A2	B1	B2	C1	C2	D	E

Grading scale for co- scholastic areas: Grades are awarded on a 3 - point grading scale as follows

Grade :	A	B	C
Remark:	Outstanding	Very Good	Fair

Secondary Stage (Std. IX)

Subjects	Yearly Examination	
	Periodic Assessment (20 marks)	Annual Examination
<ul style="list-style-type: none"> • ENGLISH • MATH • SCIENCE • SST • MARATHI/ HINDI/ SANSKRIT • IT • HOME SCIENCE 	<ul style="list-style-type: none"> • Periodic Test 5 marks with syllabus covered till announcement of test dates by school. • Multiple Assessment 5 marks • Portfolio 5 marks at term end • Sub Enrichment 5 marks at term end 	Annual Examination is conducted of 80 marks.

Grading scale for scholastic areas: Grades are awarded on a 8 - point grading scale as follows :

Grading scale for scholastic areas: Grades are awarded on a 8 - point grading scale as follows

Marks Range:	91 - 100	81 - 90	71 - 80	61 - 70	51 - 60	41 - 50	33 - 40	0 - 32
Grade :	A1	A2	B1	B2	C1	C2	D	E (Essential Repeat)

Grading scale for Co-scholastic areas:

Grade :	A	B	C	D	E
Remark :	Exemplary	Proficient	Developing	Emerging	Beginner

Secondary Stage (Std. X)

Subjects	Yearly Examination	
	Periodic Assessment (20 marks)	Annual Examination
<ul style="list-style-type: none"> • ENGLISH • MATH • SCIENCE • SST • MARATHI/ HINDI/ SANSKRIT • IT • HOME SCIENCE 	<ul style="list-style-type: none"> • Periodic Test 5 marks with syllabus covered till announcement of test dates by School • Multiple Assessment 5 marks • Portfolio 5 marks at term end • Sub Enrichment 5 marks at term end 	Annual Examination is conducted of 80 marks by CBSE.

Grading scale for scholastic areas: Grades are awarded on a 8 - point grading scale as follows :

A-1	Top 1/8 th of the passed candidates
A-2	Next 1/8 th of the passed candidates
B-1	Next 1/8 th of the passed candidates
B-2	Next 1/8 th of the passed candidates
C-1	Next 1/8 th of the passed candidates
C-2	Next 1/8 th of the passed candidates
D-1	Next 1/8 th of the passed candidates
D-2	Next 1/8 th of the passed candidates
E	Essential Repeat

Grading scale for Co-scholastic areas:

Grade :	A	B	C	D	E
Remark :	Exemplary	Proficient	Developing	Emerging	Beginner

Assessment of aptitude and learning needs of each child and ensuring availability of need based instructional facility

To effectively assess each child's aptitude and learning needs and ensure the availability of need-based instructional resources, we follow these steps:

1. Conduct Initial Assessments
2. Analyse Assessment Data
3. Develop Personalized Learning Plans
4. Implement Need-Based Instructional Facilities
5. Monitor and Adjust
6. Professional Development
7. Foster a Supportive Environment

Assessment training needs of Teachers and staff at all level

As with any process, having a solid foundation can help ensure success. A training needs assessment lays the necessary groundwork for determining your organization's true need and how your employees will best receive the required training.

At PPSNC ,

- 1) We identify existing knowledge and skills of teachers (teacher level)
- 2) We identify existing culture and practice in measuring and evidence success factors (organisational level)
- 3) Then, identify gaps (teacher and organisational level)
- 4) Accordingly make recommendations for staff training.

In-service teacher training topics and schedule

Teacher Training Topic	Target Group	Learning Outcome
Upgradation of English Language Skills	All teachers	To build your vocabulary and develop English communication skills, practice and study are essential.
Upgradation of Story Telling Skills	Foundational Stage	To use storytelling in their teaching and educational activities, Improve their public speaking and effective use of voice, body, and environmental factors
Upgradation of Computer Skills	All teachers	To demonstrate basic proficiency of productivity software, including word processing, spreadsheet, presentation, database and multimedia software.
To strength the key concepts of NEP 2020 among teachers	All teachers	To equip teachers with techniques and modern pedagogy strategies that help them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting.

Critical Thinking in classrooms	All teachers	Encourage questioning Analyze multimedia content Promote discussion and debate Critical thinking instruction
Strengthening of Assessment and Evaluation Practices	All teachers	Competency Based Education (CBE) is an outcome based approach to schooling, where attainment of goals takes priority. Learning Outcomes (LOs) are defined in terms of competencies and capacities, which students acquire and demonstrate at the end of instructional programme. In CBE, explicitly defined learning outcomes guide instruction; instruction is more flexible, learner centric, learner-led and provides multiple opportunities for learning; and assessment is authentic and examines if the students are able to apply required concepts in real life situations.
Karadi Path	Foundational Stage Teachers	It creates an immersive English language environment in classrooms Develop prediction skills to derive language from context. Promote reading comprehension and critical thinking. Build a theatre experience through expressive reading, miming, conversations and skits.
Ratna Sagar Curriculum Training	Preparatory Stage Teachers	To obtain a teaching position where the teachers can utilize the knowledge of advanced teaching methods such as team learning and e-learning. Develop and promote creativity and high-order thinking skills that increase the performance of the students.
CBSE Expectations from Teachers	All teachers	To improve teacher quality through its training programs. Nurturing students, Enriching the curriculum, Making assessments more flexible, Developing interactive pedagogies.

CACA training	Secondary Teachers	The value-based education teaches students how to face the outer world with the right attitude and principles and also develops the overall personality of the students.
Hop Skip and Jump Curriculum Training	Foundational Stage	To obtain a teaching position where the teachers can utilize the knowledge of advanced teaching methods such as team learning and e-learning. Develop and promote creativity and high-order thinking skills that increase the performance of the students.
School Website Training	All teachers	Allow the teachers to Improve the efficiency and effectiveness; Improve user-accessibility and time flexibility to engage learners in the learning process. Keep parents / stakeholders informed about school updates.
Ethics and Integrity	Foundational and Preparatory Stage Teachers	Professionals responsible for ethics and integrity management in their organizations / institutions, both in public and private sectors . It will be also beneficial to all participants interested in being better prepared to build their personal and organizational integrity.
21 st Century Teaching (NEP)	All Teachers	To prepare students for the challenges of the 21st century by equipping teachers with the knowledge and skills to provide high-quality education.
Holistic Progress Card (HPC)	Foundational Stage	To provide teachers and parents with a multidimensional report of a student's progress that reflects their uniqueness and growth in various domains: cognitive, affective, socio-emotional, psychomotor, life and learning skills, and values.
Science Teachers Training	Middle Stage & Secondary Satge	To improve teachers' performance and increase students' interest and achievement in science.

***Besides the above trainings, individual topics of training are assigned to teachers based on their lesson observations by Principal / Headmistress /Headmaster.**

Coordination with parents/community/Board

Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning.

We at PPSNC conduct the following activities :

Parent-teacher meeting

Open days after each assessment

Orientation session for parents

School community councils

Weekly or monthly folders of student work sent home for parent review and comment

Phone calls

E-mail or school website

Annual school calendars

Annual grandparents or "special persons" days

PTA meetings

Website for the school

Workshops for parents

Communications that are focused on fathers as well as mothers

Weekly meetings with teachers

Meeting with counsellor

Meeting with Special Educator

Meeting the HM

Meeting with the Principal

Home Visits

For effective communication teachers use the following strategies:

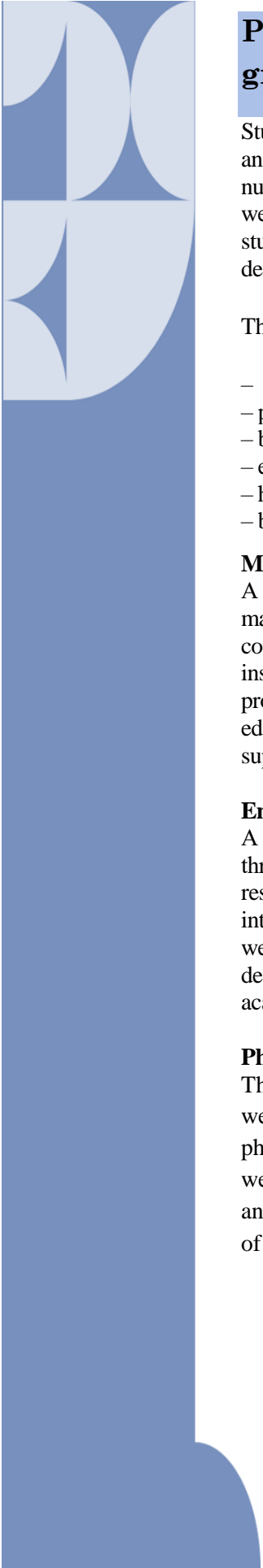
Initiation: Teachers initiate contact as soon as they know which students will be in their classroom for the school year. Contact can occur by means of an introductory phone call introducing themselves to the parents and establishing expectations.

Timeliness: Parents and teachers make contact soon after a problem has been identified, so a timely solution can be found.

Consistency and frequency: Parents get frequent, ongoing feedback about how their children performance with homework.

Follow-through: Parents and teachers see that the other will actually do what they say they will do.

Clarity and usefulness of communication: Parents and teachers have the information they need to help students, in a form and language that makes sense to them.



Pupil's well-being (which includes health care in school, group and individual counseling, personal hygiene).

Student wellbeing encompasses the overall health of a student, including their social, mental, physical, and emotional health. Enjoyment and satisfaction with life are inextricably tied to student well-being. In a nutshell, student wellbeing is the way they perceive themselves and their life. It is essential because their well-being and academic excellence are intertwined. Schools should, therefore, not only be a place for students to learn. They should also be a place where students' wellbeing are prioritized, while still delivering excellent instruction and learning activities.

The following are some aspects that contribute to student wellbeing:

- participating in activities that are significant and meaningful to them
- possessing a sense of emotional control
- being regarded, cherished, and pushed to achieve success
- experiencing a sense of belonging in their community
- having a value and meaning in life
- being a part of positive connections

Mental Wellbeing

A student's mental well-being is a condition, in which they are able to recognize their own potential, can manage with typical life challenges, can work creatively and productively, and can contribute to their community. School plays a significant role in a student's mental well-being in various ways. For instance, we educate students along with their parents on signs/ symptoms of mental health issues. School provides a safe, comfortable environment that is conducive to student learning. Additionally, through educating students, positive conduct and judgment can be encouraged. Students are taught the value of supporting one another as well as the dangers of bullying.

Emotional Wellbeing

A student's emotional wellbeing entails knowing themselves and being able to face the problems that life throws at them. School is an excellent place to assist students' emotional well-being by providing resources and chances to develop resilience. Our school provides awareness training for students and integrates emotional development into the classroom curriculum to help improve their overall emotional wellbeing. Students experience less disciplinary incidents, can concentrate better on academics, and develop stronger communication skills, when schools foster emotional well-being. This leads to greater academic performance and lifelong health.

Physical Wellbeing

The degree to which a student feels physically secured and healthy is linked to their physical wellbeing in schools and other environments. Regular exercise, preventative healthcare, diet, and physical security and stability, are all included. Beneficial health outcomes are enabled by physical well-being. Physical well-being is promoted in our school is through encouraging physical activity and providing a safe atmosphere. Health checkup camp at a regular interval to track and keep record of the physical growth. Develop confidence and self-esteem.

Supporting activities (which include co-curricular activities, activities after school, transportation, etc.)

1. Academic Related Co-curricular Activities

- Book clubs
- School magazine editor
- Poetry recitation
- Story-writing
- Debates
- Organizing exhibitions

2. Leisure Related Co-curricular Activities

- Model making
- Gardening
- Bonfire
- Vegetable market
- Postbox
- Shopping Mall

3. Social development Related Co-curricular Activities

- School council activities

4. Picnics and Excursions Related Co-curricular Activities

- Educational Visits
- Visiting places of historical and geographical importance
- Visiting National Lab
- Study Tours

5. Physical Related Co-curricular Activities

- Outdoor and indoor games
- Mass drill
- Mass P.T
- Taekwondo
- Club Activities (Basketball, skating etc.)

6. Cultural Development Related Co-curricular Activities

- Dance
- Music
- Folk dance
- Folk songs
- Dance and Music competitions
- Drama
- Playing musical instruments (table, guitar etc.)

7. Civic Values Related Co-curricular Activities

- Organizing camps, such as first aid camp, and cleanliness week.
- A celebration of the special day

8. Art Educations and Craft Related Co-curricular Activities

- Cooking
- Clay modeling
- Pottery

9. Social & Emotional Related Co-curricular Activities

- Meditation
- Yoga
- Group Discussions

10. Cultural and Patriotic Activities

- Festival celebrations
- Celebrating special days

How to take care of diversity in class?

Learning about and understanding diversity in the classroom can enhance the perspective of both prospective and developing teachers in many ways as they engage with the realities of today's classrooms. First, today's teachers are likely to confront a range of different types of students—students with different socioeconomic backgrounds, different learning abilities/disabilities, and different ethnic or religious identities. Second, working effectively with classroom diversity is critical to promoting educational equity and optimizing both access and outcomes. Third, learning about diversity and developing strategies for working productively with those who are different entails short- and long-term benefits for students. Finally, diversity in the classroom is a teaching tool and opportunity for educational enrichment in itself.

Following ways are followed in order to take care of diversity in the class:

- Bring historically marginalized voice to the forefront. (Rather than sticking to the tried-and-true narratives, incorporate diverse voices and stories.)
- Consider font choice. (This helps the students with dyslexia or any other reading disability.)
- Make diverse materials available. (Students have access to books that help them learn about other cultures and ways of thinking and living.)
- Create opportunities for kindness. (Whether at the start or end of class, set aside five minutes for students to share nice things about each other and discuss what they admire about their classmates.)
- Avoid separating students into gender-based groups.
- Arranging the classroom thoughtfully. (If supporting differently abled students, make sure your classroom allows them to get around easily.)
- Provide teacher training. (Teachers receive sensitivity training and knowhow to build inclusivity and multiculturalism in their classrooms.)
- Be there. (Teachers make themselves available and listen to their students if or when they want to talk.)
- Develop an inclusive dress code. (School uniform)
- Act as a faculty.
- Allow vernacular/culture-specific language.
- Intervene when necessary.
- Multilingual classes.
- Infrastructure is based as per CWSN guidelines.
- We have got shadow teachers at foundational stage.
- There are dedicated co-teachers in preprimary classes.
- We have got helping staff at foundational stage.
- Special Educator and counsellors are available.

Requirement of remedial classes

We provide extra assistance to students who, for whatever reason, have fallen behind the rest of the class in areas such as language or mathematics. The psychological requirements and characteristics of children with learning disabilities are the same as those of other children. As a remedial instructor we have a full understanding of our student's strengths and limitations so that appropriate teaching approaches can be used to fulfill their specific requirements. We help students' interest in learning will to be piqued and they will make better progress with effective remedial assistance, the use of stimulating instructional tactics, closer monitoring, and more individual attention. The ultimate goal of remedial education is to assist students who have fallen behind in their studies in learning to the best of their abilities and to return them to mainstream classrooms as soon as feasible.

Classes I and II

Remedial programs are used to address gaps in basic skills. Remedial instruction can help struggling learners shore up their basic skills. Keeping in the mind the learning ability of the children few remedial steps will be taken up by the school, twice a week during the periods, to help children improve their grades. They are as follows:

- Step by step explanation of the concept would be done separately with the students who face problems.
- Individual attention to be given to slow learners and assist them whenever required. 15 minutes extra is given to those children who have troubling comprehending the language.
- Change the strategy for explanation and try a different one for better explanation.
- Special educator intervenes where the child is facing a problem in a specific area like retention power or dysgraphia (difficulty in copying words down, formation of letters)
 - To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time.
 - Lot of repetition is done during the remedial classes.

Classes III, IV and V

The time-table for remedial classes to be followed in the session 2024-25 has been prepared by the in-charges as per the instructions of the Principal. The list of students who have been recognized as ones who need regular support in their learning as a consequence of any kind of learning disability has been prepared by the Counsellor and will be updated periodically for the new students. These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Special Educator will also conduct class wise remedial sessions to fulfil the special needs of those students whose needs are not met in the class remedial sessions. Lot of repetition is done during the remedial classes.

Classes VI , VII and VIII

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of teaching learning process. For this year, the remedial planning is done in a more strategic manner taking into the consideration of last year reports and more workable as well as practical approach which will be followed to bring more authentic results for the students and right amount of learning will takes place as per the individual needs, which will be seen in the performance of the children through their pen and paper results. Initially the students will be identified by the teachers teaching various subjects on the certain parameters or the patterns seen in the children by the teachers.

A few are as follow:

- Feedback from the earlier class teacher given by the end of the year.
- Classroom participation as well as participating in group discussions.
- Submission of work on time. Self-initiative for any task assigned in the class.
- Responding to the questions directly asked by the concern subject teachers.
- Certain pattern of work seen in the notebooks along with class test performance
- Asking for doubts or clarification of the concepts taught in the class.

After analyzing parameters as mentioned above along with the feedback given by the subject teachers students are identified and special classes' week wise will be conducted for each subject with more individual attention given to them in a smaller group. Lot of repetition is done during the remedial classes.

Classes IX and X

PPSNC includes the remedial classes with the routine subject classes to identify and improve wherever a student shows the scope for improvement. Keeping in line with the same, the following is the remedial plan for session 2024-25.

- Students' identification (first week of April) will be done on the basis of
 - i) Previous teacher's feedback
 - ii) Response in class
 - iii) Oral tests
 - iv) Participation in class discussions
- Two remedial classes will take place every week – one for assessing the students and another to reiterate the important points for remembering.
- Those students, who have a pattern in making mistakes while answering, or some particular dislike about a subject and proficiency in other subjects will be identified by the subject teachers so that they can plan remedial for them.
- Cases of the students with particular learning difficulties will be identified before the summer break and information will be given to the student's counselor.
- The teachers will focus more on the practical aspects of the theoretical knowledge to increase the interest of the students in that particular subject.
- A 5 minute doubt clarification session will be included in the regular classes.

- After the first Periodic tests, the subject teachers will find out the students who have performed below average and match it with their previous performance.
- The parents of those students who have performed below average, will be informed about better ways learning/understanding the concepts during Parent Teacher's meeting, they'll also be asked to keep vigilance about the study routine of the student at home.
- The teachers will make a special remedial plan for students who could not perform well.
- The efficiency of the remedial classes will be checked in the half yearly examinations. If the students have performed better than the same, two classes a week will continue. If they have not performed better, more special remedial classes will be planned.
- For class IX, the Science and Math teachers will take more concept clarification sessions in their normal teaching schedule.
 - For class X, after the Pre-board I and II, special remedial classes will be conducted for the students who could not perform well. Model question papers will be given in all the subjects so that they can get a good practice.
 - Lot of repetition is done during the remedial classes.

Guidelines for teachers for academically low performers.

- Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles.
- They will be taught the content in a step by step method.
- Regular review /recap and practice worksheets will be given.
- Small group instructions will take place which will offer individual attention. Along with the peer teaching
- Regular competition, rewards and giving the responsibility which will be set for these students on month wise bases to get better results.
- Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.
- Parents will be involved and progress will be discussed on monthly basis. Recap of the topics will be done at home with the parent's support.

Mentoring Sessions (Std. IX and X)

Mentoring is a valuable way to guide and support students in their academic personal development. Each student is assigned a mentor in order to provide guidance and extra support in overall development of the child. The mentoring session will help the child to be focused, set academic targets, build personal skills, make decisions etc... It helps to encourage self-reflection, respect individuality, maintain regular communication, build rapport etc...The session for students is conducted twice a month.



Annual themes/celebrations/events/collaboration with other schools Community outreach

Annual Theme “MINDFULNESS 2.0“

While mindfulness has origins in Eastern philosophy and Buddhism, there is no necessary religious component to mindfulness. Anyone with any belief system can enjoy the benefits of mindfulness.

To maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens.

Mindfulness is the practice of becoming more fully aware of the present moment non-judgmentally and completely rather than dwelling in the past or projecting into the future. It generally involves a heightened awareness of sensory stimuli (noticing your breathing, feeling the sensations of your body, etc.) and being "in the now."

CBSE Annual Theme “Art Integrated Learning”

The CBSE Annual Theme "Art Integrated Learning" emphasizes the integration of visual arts, performing arts, and crafts into the curriculum to enhance learning across subjects. It will help boost creativity, academic performance, social skills, and emotional development.

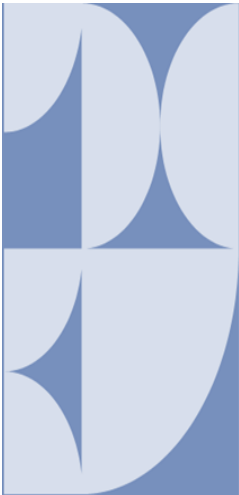
Objective: Foster holistic development, cultural awareness, engagement, and inclusive education.

Implementation: Use interdisciplinary projects, classroom activities, art workshops, exhibitions, and collaborations with artists.

It aims to make learning more engaging, enjoyable, and effective for students, promoting a well-rounded education.

MINDFULNESS ACTIVITIES

<p>Color Breathing</p>	<p>Color breathing meditation is a powerful breathing exercise that helps reduce stress. It involves mentally picturing a color that represents how you want to feel (e.g. happy, calm, peaceful), although letting go of the color that represents the stressor in your life.</p> <p>Steps:</p> <p>Step 1: Sit in comfortable position, keeping your back straight yet relaxed and resting your hands on your legs.</p> <p>Step 2: When you are ready, close your eyes and focus your attention on your body breathing.</p> <p>Step 3: Now bring to mind a colour that calms you, relaxes you or make you happy. Imagine yourself bathed in the colour of your choice and as you breathe in, feel the colour entering your solar plexus (above abdomen) and spreading throughout your whole body.</p> <p>Step 4: Similarly, bring to mind a colour that represents what stresses you in life. As you breathe out, visualize the colour that represents your stressor leaving your body.</p>
<p>Importance of sensory organs</p>	<p>Mindfulness is the ability to live in the moment, embracing your current circumstances without judgment. Using the five senses (sound, smell, sight, taste, touch) to ground yourself in the present moment can enhance your experience with the world around you.</p> <p>Teacher will ask the following five questions to students :</p> <ol style="list-style-type: none">1) What are five things I can see?2) Four things I can touch?3) Three things I can hear?4) Two things I can smell?5) One thing I can taste?
<p>Mindfulness prayer/ song listening</p>	<p>Listening to music can be mindful. Which involves active listening; active or mindful listening is concentrating, understanding and responding to what you hear.</p> <p>Teacher will ask the following questions related to sing or prayer –</p> <ol style="list-style-type: none">1) What was the song name?2) Which describing words did you hear?3) What do they describe?4) Which kinds of emotions did you feel while listening to this song?



Mindful Walking

Mindful Walking is a great way to get some exercise and focus on the present moment. All you need is a place to walk and comfortable shoes.

Steps;

Step 1: Find a place to walk where you won't be interrupted.

Step 2: Start walking and pay attention to your body. Notice how your feet feel as they hit the ground, how your legs are moving and the sensation of your breathe moving in and out of your lungs.

Steps 3: As you walk, pay attention to your surroundings. Notice the sights, sounds and smells around you.

Step 4: When you are finished walking, take a few minutes to reflect on your experience. How did it feel to be so present? What did you notice that you wouldn't have if you hadn't been paying attention?

Mindful Coloring

Coloring is one of the easiest way to become more mindful. As you color more often, you will find that it allows you to stay in the present and become more focused.

Step 1: Grab a coloring book and a set of crayons / color pencils.

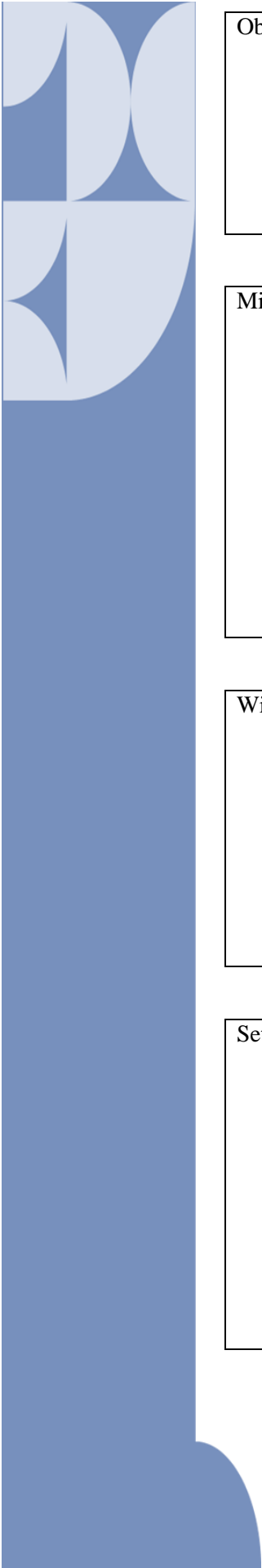
Step 2: Turn to page which you want to color and start at it. Be sure that you really focus on coloring in all the small areas. Appreciate the colors and watch as the design comes together.

Step 3: Practice your breathing. As you change colors, how does it make you feel?

Step 4: Focus on all that you are doing. Keep your attention on the coloring.

Daily Gratitude

Every day before going to bed make a list of what you are grateful for. This can be an effective way to ground yourself. It's easy to forget that there are good things happening when you are struggling with stress and anxiety. Write at least 5 things on the list.



Observe and learn from animals	<p>Whether you have a pet or not observing animals can be great way to learn about mindfulness. Animals are good at being in the present moment and they can teach us a lot about how to live in the moment ourselves.</p> <p>Look at dogs for example: Dogs have no problem playing at any age as long as they can move a little bit.</p>
Mindful Eating	<p>Mindful eating focuses on your eating experiences, body- related sensations and thought and feelings about food, with heightened awareness and without judgment.</p> <p>Steps :</p> <ol style="list-style-type: none">1. Honor the food. Acknowledge where the food was grown.2. Engage all senses: Notice the sound, color, smell, tastes and textures of the food and how you feel when eating.3. Savor small bite and chew thoroughly.
Wiggle and freeze game	<p>This game is a fun way for kids to start practicing mindfulness and improve their awareness of bodily sensations using movement.</p> <p>It involves wiggling, moving around, shaking, stomping or dancing until you say, “Freeze!”</p> <p>Once everyone stops moving, encourage children to pay close attention to the sensations that they feel in their body.</p> <p>You can repeat this game several times and can even play music and pause when it’s time to freeze.</p>
Set up Mantras	<p>There is lot to be said about willing positive things into your life. Understanding how mantras work can help to bring confidence and joy into your life. It’s done by constantly reminding yourself that you can achieve anything that you out mind to.</p> <p>Mantras can be read, chanted or even sung. The important thing is that they are said out loud so that you get benefit of the sound vibrations. Uttering the syllables can unlock something in you so that you can become more self-aware.</p>



Journaling	It is the practice of regularly writing down your thoughts, feelings, experiences, and reflections. It can take various forms and serve multiple purposes, including personal reflection, goal setting and planning, creative expression, and gratitude development.
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Mindful Breathing	<p>Students can stand or sit for this activity, and they can be instructed to put their hands on their bellies, then close their eyes or look down at their hands to limit distractions. Guide students in taking three slow deep breaths in and out to see if they can feel their hands being moved.</p> <ul style="list-style-type: none">•You can count ‘1, 2, 3’ for each breath in and ‘1, 2, 3’ for each breath out, pausing slightly at the end of each exhale.•Encourage students to think about how the breath feels, answering the following questions silently, in their minds:<ul style="list-style-type: none">•What is moving your hands? Is it the air filling your lungs?•Can you feel the air moving in through your nose?•Can you feel it moving out through your nose?•Does the air feel a little colder on the way in and warmer on the way out?•Can you hear your breath?•What does it sound like?
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Month wise celebrations of a decade of PPSNC (2024-2025)

Month	Theme Activity	Learning Objective	Implementation
April & June	Conservation of Natural Resources Waste Management / Environment	To expose children to the real situations in their surroundings to help them connect, be aware of, appreciate and be sensitized towards the prevailing environmental issues (natural, physical, social and cultural).	<ul style="list-style-type: none"> • Seed Ball Activity • Plantation • School Garden Maintenance • Appreciating Biodiversity • School Forest • Compost Making
July & August	My Country My Pride	Teaching patriotism in schools will help students build up a sense of identity. It will help them feel like they belong in their country. The students get the chance to understand that they have a purpose in society. It helps builds the students' character development.	<ul style="list-style-type: none"> • Coloring Activity • Faces of India (Role play) • Information about freedom fighters given by students on daily basis in the morning assembly. • Exhibition based on different cultures of India.
September & October	Gratitude / Joy of Giving	Much like an attitude of gratitude, the joy of giving leads to a happier, healthier life. In fact, generosity sets off a series of reactions in your brain that improves mood, reduces stress, boosts overall physical health, builds self-esteem, and even helps you live longer!	<ul style="list-style-type: none"> • Donations • Raddi collection drive for “Maitri” foundation • Keep Moving Moment (It is dedicated to building a “Culture of Inspiration” amongst the teaching and student community.)

November & December	Constitution of India	Students will understand what a Constitution is and why it is necessary. Understand how Constitutions embody certain ideals. Understand the difference between monarchy, dictatorship and democracy. Learn why there is a need for limits on power in a democratic form of government.	<ul style="list-style-type: none"> • To show the videos based on constitution. • To show Rajyasabha channel. • Celebrate Your Rights (song/rhymes)
January & February	Trend Setters / Innovations	Students will be able to <ul style="list-style-type: none"> •Develop high-level thinking, communication, self-management, and leadership skills •Increase retention and working memory •Increase exposure to and understanding of diverse perspectives •Increase student self-esteem and responsibility •Prepare for real-life social skills 	Project – Based Learning Activities , Personalized Learning , Blended Learning etc..

Collaboration with other schools/Community outreach

Program / Talk	Standard	Objective
Electrical Safety Talk	Std. V and VI	This awareness can prevent accidents and ensure their safety. Install electrical cords properly and make sure that all cords are put away tidily.
Doctor's Talk	Std. VI	To help adolescents stay safe and healthy. To provide accurate knowledge to students about process of growing up.
Dentist Talk	Std. IV	Good oral hygiene habits can help children develop strong teeth and healthy gums, and can also contribute to their speech development, chewing ability, and self-esteem.
Counsellor's Talk	All Classes	To help students thrive and improve their lives. Develop self-awareness, Improve relationships, Cope with problems, Define career goals, Process trauma
Career Counselling Session	Std.X	Career counseling sessions for students aim to help them make important life decisions by providing them with the knowledge and skills they need. The goal is to help students understand their potential and cope with problems, and to promote positive behavior changes and better social relationships.
Maidan	Std.IX and Std.V	Students are first introduced to a topic, after which they are required to complete a quiz related to that subject. Additionally, sessions are organized to further enrich the students' understanding and knowledge of the topic.
KMM	Std.X	Keep Moving Moment :It is dedicated to building a “ Culture of Inspiration ” amongst the teaching and student community.
SAIYAM	Std. IX	A lecture on the Adolescence Education Programme (AEP) and the Anti-Addiction Drive : To empower adolescents with accurate information, values, and skills to manage the physiological, emotional, and social changes during adolescence.

School Clubs and Committees

Sr. No	Club Names	In-charge	Function
1	YUVA Tourism Club	Mrs. Sangita Biswas	The YUVA TOURISM CLUB CBSE focuses on enhancing students' understanding of tourism through educational tours, cultural exchange programs, and skill development workshops. It aims to promote awareness of cultural heritage, sustainable tourism, and community involvement, while providing practical insights into the tourism industry.
2	Eco Club	Mrs. Vanadana Angane and Mrs. Anuradha Raskar	The Eco CLUB CBSE focuses on promoting environmental awareness and sustainability among students. Its functions include organizing eco-friendly activities, conducting environmental awareness campaigns, participating in conservation projects, and encouraging practices like recycling and waste reduction to foster a sustainable mindset and responsible environmental stewardship.
3	School Health and Wellness Club	Mrs. Nikita Ingale	The School Health and Well-being CBSE function focuses on promoting students' physical, mental, and emotional health. It involves implementing health education programs, conducting regular health screenings, providing mental health support, and fostering a safe and supportive school environment to ensure overall well-being and healthy development of students.
4	Cyber Club	Miss Sonali Ghatpande	The Cyber Club CBSE focuses on enhancing students' understanding of digital literacy and cybersecurity. Its functions include educating students about safe online practices, cyber ethics, and digital skills, while promoting responsible internet usage and protecting against cyber threats.
5	Language Club	All HOD's	The Language Club CBSE aims to enhance students' proficiency in language skills through activities such as literary discussions, language games, and creative writing. It promotes linguistic development, fosters an appreciation for literature, and encourages effective communication and language use.
6	Art Club	Art teachers	The Art Club CBSE focuses on nurturing students' creativity and artistic skills. Its functions include organizing art exhibitions, conducting workshops, and encouraging participation in various art forms to enhance students' artistic expression and appreciation of visual arts.
7	Sports Club	Sports teachers	The Sports Club CBSE aims to promote physical fitness, teamwork, and sportsmanship among students. Its functions include organizing sports events, training sessions, and competitions, as well as encouraging active participation in various sports to enhance students' physical skills and overall well-being.

Wellness Activities

Section	Activity	Learning Objective
All sections	Counsellor's Talk	Facilitating behavioural change.Helping improve the client's ability to both establish and maintain relationships.Helping enhance the client's effectiveness and their ability to cope.Helping promote the decision-making process while facilitating client potential.
All sections	Medical Camp	To create awareness of general health among the people, provide general health care services, and counseling them on basic healthcare and hygiene.
Middle and Secondary Stage	Meditation Session (Heartfulness)	To give you a sense of calm, peace and balance that can benefit both your emotional well-being and your overall health.
All sections	International Day of Yoga	To enable the student to have good health. To practice mental hygiene. To possess emotional stability. To integrate moral values.
Secondary Stage	Keep Moving Movement (Std. X)	To lead the students and youth on the road to “High Self Esteem” , to unleash path breaking potentials and become Forces of Goodness for the global society, to empower the student and youth community with attitudes and life skills to excel with training modules comprising of innovative approaches and impact full methods and to inculcate values like commitment , contemplation , collaboration , co-operation , consistency and celebration.
Middle Stage	Doctor Talk	To help adolescents stay safe and healthy. To provide accurate knowledge to students about process of growing up.
Preparatory Stage	Dentist Talk	Good oral hygiene habits can help children develop strong teeth and healthy gums, and can also contribute to their speech development, chewing ability, and self-esteem.
All Sections	AANAPAN Meditation	To improve your willpower, mental energy, and reduce stress. Meditation can also help you develop self-awareness, improve your concentration and attention span, and enhance your mental health.
Middle Stage	Anti bullying Session	Educate students about what bullying is and its impact. Encourage understanding and respect for others' feelings. Provide strategies for addressing and reporting bullying. Encourage inclusive and respectful interactions. Facilitate open dialogue about bullying and its effects. Build a supportive environment with active involvement from all stakeholders.

EK BHARAT SHRESTHA BHARAT ACTIVITIES (EBSB)

Ek Bharat Shreshtha Bharat programme aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc.

Maharashtra – Sikkim

Std.	Activity
I	Art and Craft
II	Art Work
III	Talk / Lecture
IV	Dance Performance (Assembly)
V	Infographic Making: Natural wonders of Sikkim
VI	Sculpture / Clay Modelling
VII	Infographic Making: Natural wonders of Sikkim / Nukkad Natak
VIII	Comprehensive Scrap Book Activity
IX	Theatre / Drama / Nukkad Natak :Based on Sikkim History
X	Comprehensive Scrap Book Activity

Learning Objective

Students will learn the linguistic and cultural aspects of the home state of our paired institute, covering history, culture, language, cuisine, festivals, clothing etc.

Special events to be organized in the year

<https://drive.google.com/file/d/1kGwyu49lluTN3bEfUdOMqoytnrnvexJs/view?usp=sharing>

Special Mentions

➤ EUMIND

Teacher In-charge : Ms.Suruchi Paralikar

Eumind (Europe Meets India) is a cultural exchange program that connects students from India and Europe to learn from each other's strengths and develop intercultural competencies. The program's central goal is to create global citizens who can communicate and work together across borders, and who are socially responsible and aware of their responsibilities towards the planet.

It offers a variety of online projects for students to participate in, including virtual exchange projects that focus on real-life issues like sustainability, human rights, and arts and culture. For example, in one project, students might research human rights violations related to gender equality, basic necessities, or physical violence. They conduct interviews, make a video or write a report, and then take action to draw attention to the injustice.

➤ Global Scholars

Teacher In-charge : Mrs. Deepali Sovani

The Global Scholars program at schools can have different objectives, such as developing global competency, acquiring 21st century skills, or improving global literacy:

Global competency : The Global Scholars program at Global Cities is a virtual exchange program for students ages 10 to 13 that helps students develop global competency. Global competency includes the knowledge, skills, attitudes, and behaviors students need to live in an interconnected world.

21st century skills: The Global Scholars program at Whitefish Bay High School aims to help students acquire 21st century global skills, such as an appreciation for cultural differences, critical thinking skills, and problem solving abilities.

Global literacy: The Global Scholars program at the College of Charleston aims to improve global literacy by developing students' ability to read and write in at least one foreign language. The program also aims to improve students' ability to communicate in and work in foreign cultures.



➤ **National Sports Day**

Teacher In-charge : PE teachers

To celebrate National Sports Day at school, we organized a day filled with vibrant activities designed to promote physical fitness and school spirit among both students and teachers. The event commenced with an inspiring opening ceremony, followed by a range of sports competitions and fun challenges, including races and team games. Participants from all age groups engaged in friendly matches and obstacle courses, fostering teamwork and camaraderie. The day concluded with an award ceremony recognizing the efforts and achievements of both students and teachers. In addition, brief health and fitness talks highlighted the importance of regular physical activity and a balanced lifestyle. Overall, the celebration strengthened the school community and encouraged everyone to embrace a healthy, active lifestyle.

➤ **Class Assemblies**

Teacher In-charge : Class teachers

School assemblies based on themes provide a focused and engaging way to address various topics and values. Each assembly is centered around a specific theme, such as respect, environmental stewardship, or community service. Through a mix of presentations, performances, and interactive activities, students explore the theme's significance and its relevance to their daily lives. These assemblies foster a sense of unity, inspire positive behavior, and promote critical thinking on important issues, while also enhancing school spirit and collective responsibility.

➤ **Subject Days Celebration**

Teacher In-charge : HOD's

Celebrating subject days at school, based on themes, involves dedicating specific days to highlight and explore various academic disciplines in a fun and immersive way. Each themed day focuses on a particular subject, such as Science Day, Literature Day, or Mathematics Day, featuring activities like hands-on experiments, interactive workshops, and themed performances. These celebrations aim to spark enthusiasm for learning, deepen students' understanding of the subject, and showcase the real-world applications of their studies. By engaging students with creative and thematic approaches, these events enhance their appreciation and interest in different academic areas.

➤ **Celebration of Festivals**

Teacher In-charge : All the teachers

Celebrating festivals at school involves organizing vibrant and inclusive events that highlight cultural and seasonal traditions. These celebrations bring the school community together through activities such as themed decorations, traditional music and dance performances, and festive crafts or cooking projects. Students participate in learning about the significance of each festival, which fosters cultural appreciation and diversity. By incorporating interactive and educational elements, these celebrations not only create a joyful atmosphere but also enrich students' understanding of various cultural practices and values.

Standardwise Interhouse Competitions (2024-25)

Month	Standard	Event Name	Department
April	II, III	FLN Quiz	Maths
	X	Maths Quiz	Maths
	I	Show n Tell	English
June	IV, V	STEM Activity	Maths & Science
	V	Lit-o-sphere	English
	VIII	Hasya Kavita	Hindi
July	III	Story Telling "Once upon a time"....	English
	IV	Spell Bee Competition	English
	IX	Science and BALA quiz	Science
	VIII	Science and BALA quiz	Science
August	VII	JAM session	English
	VI	Street Play	Marathi
	VIII	Bears & Bulls: BALA Quiz	Financial Literacy
September	IV	Story Telling (Moral based)	Marathi
	V	Declamation (Music world)	English
	VI	Story Telling (Sane Guruji)	Marathi
	VII	Doha Gayan	Hindi
	VII	Together We Rhyme	English
	All	Raddi Collection	All

October	VIII	Together We Rhyme	English
	VII	Maths Rangoli (Symmetry)	Maths
	VII	Science Rangoli/ Flower Arrangements	Science
	V, VI	Sanskrit Subhashit	Sanskrit
November	IX	Maths Quiz	Maths
	VIII, IX, X	Indian Polity	SST
	VII	Geeta Recitation	Sanskrit
	VII, VIII, IX	Science Puzzles	Coordinators
December	I	FLN Quiz	Maths
	IV	Math in Sports	Maths
	V	Math in Art: Warli Painting	Maths
January	VII	Patriotic Song Competition	Marathi
	IX	Debate Competition	English
	VIII	Stotra/Ashtake Recitation	Sanskrit
	II	Just-A-Minute	English
	V, VI	Maths Quiz	Maths
	V	Sanskrit Pradarshani	Sanskrit
February	VI	Design Thinking & Innovation	Design
	V	Powada	Marathi
	VIII	Natyavachan	Marathi

Learning Objectives : To provide invaluable platform for children to showcase their talents, skills, and abilities.

Promotes Team Spirit. ...

Foster Healthy Rivalry among students. ...

Builds sense of Leadership and Responsibility in students. ...

Build School Spirit. ...

Increase Friend circle. ...

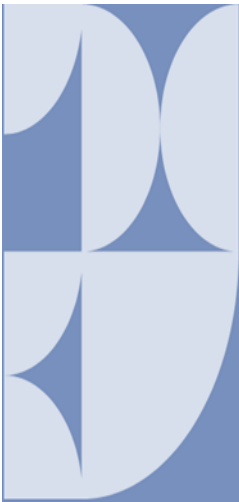
Learn New Thing. ...

Teamwork. ...

Leadership Skill

Major Events from Std. I to X

Month	Standard	Event	Learning Objective
January	Std. I	Annual Day	<p>Annual Day event in a school or organization are multifaceted, aiming to foster a sense of community, showcase talents, and provide valuable experiences for participants. Here are some learning objectives:</p> <ul style="list-style-type: none"> • Community Building • Showcase Talents • Personal Development • Cultural Awareness • Creative Expression • Organizational Skills • Academic Integration • Recognition and Motivation • Parental Involvement
October	Std. II & Std. III	Fashion Show	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Creativity and Innovation • Confidence Building • Teamwork and Collaboration • Communication Skills • Cultural Appreciation • Time Management • Practical Skills • Event Planning • Artistic Expression • Recognition and Achievement
December	Std. IV	Sports Day	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Physical Fitness • Teamwork and Cooperation • Healthy Competition • Skill Development • Confidence Building • Discipline and Perseverance • Fun and Enjoyment • Social Skills • Inclusivity and Participation • Stress Relief • Recognition and Achievement
August	Std. V	My Country My Pride	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Cultural Awareness • Historical Knowledge. • Artistic Expression • Community Engagement • Interdisciplinary Learning • Presentation Skills • Creativity and Innovation • Respect and Tolerance • Critical Thinking. • Collaboration • Language Skills • Personal Connection



Month	Standard	Event	Learning Objective
December	Std. VI	Annual Day	<p>Annual Day event in a school or organization are multifaceted, aiming to foster a sense of community, showcase talents, and provide valuable experiences for participants. Here are some learning objectives:</p> <ul style="list-style-type: none"> • Community Building • Showcase Talents • Personal Development • Cultural Awareness • Creative Expression • Organizational Skills • Academic Integration • Recognition and Motivation • Parental Involvement
August	Std. VII	My Country My Pride	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Cultural Awareness • Historical Knowledge. • Artistic Expression • Community Engagement • Interdisciplinary Learning • Presentation Skills • Creativity and Innovation • Respect and Tolerance • Critical Thinking. • Collaboration • Language Skills • Personal Connection
Decemeber	Std. VIII	Annual Day	<p>Annual Day event in a school or organization are multifaceted, aiming to foster a sense of community, showcase talents, and provide valuable experiences for participants. Here are some learning objectives:</p> <ul style="list-style-type: none"> • Community Building • Showcase Talents • Personal Development • Cultural Awareness • Creative Expression • Organizational Skills • Academic Integration • Recognition and Motivation • Parental Involvement
January	Std. VIII	Science Expo	<p>Students will be able to develop and learn about:</p> <ul style="list-style-type: none"> • Scientific Inquiry • Critical Thinking • Hands-on Learning • Creativity and Innovation • Communication Skills • Interdisciplinary Learning • Collaboration • Technical Skills • Research Skills • STEM Engagement • Environmental Awareness • Recognition and Achievement

Month	Standard	Event	Learning Objective
August	Std. IX	Food Festival	<p>Students can learn about healthy eating and the importance of using local produce. Students can learn about different foods and cultures, and be exposed to new dishes.</p> <p>Setting up a food stall, Food preparation, Marketing and promotion, Other tasks etc..</p>
December	Std. IX	Sports Day	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Physical Fitness • Teamwork and Cooperation • Healthy Competition • Skill Development • Confidence Building • Discipline and Perseverance • Fun and Enjoyment • Social Skills • Inclusivity and Participation • Stress Relief <p>Recognition and Achievement</p>
August	Std. X	Food Festival	<p>Students can learn about healthy eating and the importance of using local produce. Students can learn about different foods and cultures, and be exposed to new dishes. Setting up a food stall, Food preparation, Marketing and promotion, Other tasks etc..</p>
August	Std.X	Discovery of India	<p>Students will be able to develop and learn about :</p> <ul style="list-style-type: none"> • Cultural Awareness • Historical Knowledge. • Artistic Expression • Community Engagement • Interdisciplinary Learning • Presentation Skills • Creativity and Innovation • Respect and Tolerance • Critical Thinking. • Collaboration • Language Skills • Personal Connection



Number of meetings to be held for implementation of plan

Monthly once there will be a meeting held for the implementation of plan which will be headed by the Principal.

The Purpose of the meeting would be as follows:

- Pool and develop ideas
- Plan
- Solve problems
- Make decisions
- Create and develop understanding
- Encourage enthusiasm and initiative
- Provide a sense of direction
- Create a common purpose
- Discuss and understand learning objectives / outcomes

Annexure such as details of timetable, remedial classes, peer learning, subjects and languages taught, guidelines for child safety, etc

<p>Remedial classes</p>	<p>Registers are maintained by individual class teachers.</p>
<p>Peer learning, subjects and languages taught</p>   	<p>Peer learning is an education method that helps students solidifies their knowledge by teaching each other. One student tutoring another in a supervised environment can result in better learning and retention. Verbalizing a concept and sharing the information with a peer serves to reinforce the knowledge gained. Peer learning is best supported by other learning strategies, including the <u>Constructivism Learning Theory</u> (suggests that knowledge is constructed by each individual student) and the <u>Connectivism Learning Theory</u> (focuses on technology as a critical component of connected learning). Collaborative Projects, Mentoring Reciprocal Teaching, Peer Assessment Schemes etc. are the ways we conduct peer learning.</p>  
<p>Guidelines for child safety</p>	<p>As per the CBSE guidelines</p>

