

G D GOENKA PUBLIC SCHOOL MODEL TOWN

Annual Pedagogical Plan for Session 2024-25

School Name and Complete Address with Phone number(s), Email ID, Website etc.

School Name	G D GOENKA PUBLIC SCHOOL MODEL TOWN
Affiliation No./UDISE No.	2730724
Year of Affiliation	2014
School Code	85093
Academic Session	2024-25
HoS/Principal's Name	MS. RIMA C. AILAWADI

COMPLETE SCHOOL DETAILS

Complete School Address	3A Institutional Area, Model Town-III, Northex Delhi-110009
Contact No. Of School	011-61412000/ 011-61412001
E-Mail ID	<u>info@Gdgoenkamodeltown.Com</u>
Website Link	<u>https://gdgoenkamodeltown.com/</u>
Type Of School (Middle/Secondary/Sr. Secondary – Sr. Secondary/ Boys/Girls/Co-Education)	Sr. Secondary Co-Educational School
Day School/Day Boarding/ Residential	Day School
Total No. Of Students	2847
Location Type (Urban/Rural)	Urban
Is The School A Minority School? (Yes/No)	No

ABOUT SCHOOL

G. D. Goenka Public School Model Town is a co-educational secondary school affiliated to CBSE. Started in year 2012, at G.D. Goenka we envision to inculcate in our students the ability to become Higher, Stronger and Brighter in every field of life. Our school is committed to an exceptionally caring ethos, progress, maturity and development of the students with unique learning approach.

Being one of the premier institution of the country, G D Goenka not only aims ‘developing’ academically but also caters to their co-curricular aspects. As a school, we encourage them to appreciate essential qualities of their own traditional values, their culture and their aspirations so that they can transform themselves and aid the humanitarian values. The entire infrastructure is under CCTV surveillance. The whopping number of 500 operational cameras continuously record each movement in and around school. The School transport is also equipped with GPS and cameras.

A SCHOOL THAT CARES....

The institution has accomplished twelve glorious and conspicuous years , which are heartwarming to look back on. Our vision for every Goenkan is to have the fervor for learning and lifelong skills for success. Students of today, face a world that continually demands new knowledge and abilities, a world that requires the students to become adaptable, lifelong learners in an ever changing scenario of new skills and talents.

We are committed towards imparting 21 st Century Skills so as to make them more confident, resilient and independent individuals , who are able to come out in the world and deal with all the uncertainties or challenge that come their way, with dignity and grace. Indomitable spirit and allegiance of the pioneers have been a guiding factor that has steered the school towards success.

AWARDS AND ACHIEVEMENTS

- 1. Certification of Futuristic School of India 2022 by Rethink India on a host of Futuristic Frontiers of School Education**
- 2. Gold Award for Participation in the Face to Faith Programme connecting young people of different faiths and beliefs around the world from Tony Blair Faith Foundation.**
- 3. Global Sustainable Award for Promoting UN Global Sustainable Goals through Education from GEAERO-Global Educators Association for Educational Research & Development.**
- 4. International School Award (2016-2019) from British Council**
- 5. International Dimension in Schools (2020-23) from British Council**
- 6. Outstanding Award from Generation Global for Active Participation in Global Dialogue**

7. **School Enterprise Challenge Award-Winner of Asia Pacific Region Gold Award in Recognition of the Exceptional School Business Plan and Set up and Contribution to Developing Business and Practical Skills amongst Young People in India from Teach a Man How To Fish**
8. **Most Active Contributor in Clean India Campaign Award from Ministry of Youth Affairs and Sports (Govt. Of India)**
9. **Times Education Icons Award (2021-24) for consecutive three times**
10. **Green Points Award for Outstanding Contribution in Making Earth a Better Place to Live from Speaker of the Year**
11. **Our School is proud to be the part of UNESCO#KindnessMatters Campaign aims to mobilise students to carry out acts of transformative acts of kindness and create a positive culture of kindness all around. Students share their small acts of kindness and Kindness Ambassadors are also chosen.**
12. **Murals for Metro Pillars for Community Message- We have made efforts to communicate our school's sustainability values through beautification and landscaping of the Metro Pillars-7,12 and 32 to ignite the thought process of people to seek solutions to create a better and serene environment. Students helped in the designing of these murals and were also a part of the Inaugural of these metro pillars**

PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2024-25)

Mission of The School

Motto ” Higher Stronger Brighter “

- Empowerment through education
- Nurturing influential decision makers
- Promoting creativity & innovation
- Shared Vision to shape the future
- Experimenting with solutions for global problems

Vision of The School

School aims to develop students who:

- **are reflective thinkers**
- **understand their own strengths and limitations**
- **are willing to accept new challenges and roles**
- **will become responsible leaders for tomorrow**
- **are balanced and find significance in a range of activities involving intellectual, creative and emotional experiences.**

OUR CORE VALUES

The values we wish to inculcate are:

- Striving for high standards in teaching and learning across all subjects.
- Encouraging honesty, trustworthiness, and ethical behavior in all aspects of school life.
- Valuing diversity, treating others with kindness, and embracing different perspectives.
- Promoting accountability, taking ownership of actions, and contributing positively to the community.
- Fostering teamwork, cooperation, and effective communication among students, staff, and parents.
- Supporting the development of each individual's talents, interests, and character.
- Encouraging students to contribute to the welfare of others and to be active participants in civic life.
- Inculcating the skills of creativity, critical thinking, and problem-solving to adapt to a dynamic world.
- Cultivating cultural awareness and a sense of responsibility towards the environment and other areas of different communities.

OPPORTUNITIES

1. Technology Advancements

- Integration of cutting-edge educational technologies.
- Opportunities for online and blended learning programs.

2. Curriculum Enhancements

- Implementing new and innovative curriculum models.
- Expanding STEM, arts, and vocational education programs.

3. Professional Development

- Partnerships for teacher training and development.
- Access to online professional development resources and courses.

4. Community Partnerships and Collaboration

- Strengthening relationships with organizations.
- Opportunities for community service projects.

5. Inclusive Education

- Developing more inclusive practices and programs.
- Enhancing support for students with diverse needs and backgrounds.

GOALS TO BE ACHIEVED

- Academic Excellence
- Implementation of NEP
- SAFAL programme in continuation
- Foundational Literacy and Numeracy
- Design and Thinking Skill
- Teacher Empowerment
- Cyber Safety Awareness among students and teachers
- Enhancing Complex Problem Solving Skills
- Achieving Sustainable Development Goals
- Mindfulness And Happiness
- Promoting Art and Sports Integration (21st century skills)
- Experiential learning (Interdisciplinary projects, Field trips)

OUR TEACHING LEARNING APPROACH

STAGES	APPROACH
SENIOR SECONDARY (XI-XII)	<ul style="list-style-type: none"> ● Offering a broad range of subjects and activities to allow students to discover their interests and strengths. ● Multidisciplinary Education ● Focus On critical thinking, flexibility and choice of subjects ● Research based project work ● Hands-on-Experiments ● Programming/Entrepreneurship Skills Development
SECONDARY (IX-X)	<ul style="list-style-type: none"> ● Encouraging students to analyze, evaluate, and synthesize information to develop their problem-solving skills. ● Experiential Learning

	<ul style="list-style-type: none"> ● Focus On critical thinking, flexibility and choice of subjects ● Research based project work ● Hands-on-Experiments ● Designing and Thinking Skills
MIDDLE (VI-VIII)	<ul style="list-style-type: none"> ● Helping students adjust from elementary to secondary education through mentorship, counseling, and orientation programs. ● Student driven approach ● Subject specific expertise ● Skill Development ● Inquiry based
PREPARATORY (I-III)	<ul style="list-style-type: none"> ● Play way method ● Multisensory Learning ● Focus on Developing Language and numeracy skills ● Play and activity-based teaching method
FOUNDATION (PS-PP)	<ul style="list-style-type: none"> ● Play way method ● Multisensory Learning ● Socialization Skills ● Self-paced individual learning ● Focus on self-awareness & communication ● Focus on development of language skills

- We initiated **Bag Free Days** to learn without books and children through fun filled activities create magical memories. Magic Show, Puppet Show, Joy Train Ride give cherished moments to students and teachers alike.
- **We have also planned SEWA Program-(Social Empowerment through Work Education and Action) that** is all about social or Community service and includes environmental, civic responsibilities, health and fitness related projects wherein a child is able to connect to the surroundings or to a cause and is able to generate responsibility towards it.
- With digitalization of Education along with technological transformation, the need for right usage and safety is pertinent. With smart classes, hybrid mode of teaching, virtual classrooms became effective 'Need', as they say is the key to discovery.
 - Our Institution is a **Microsoft Certified School** where all the Faculty members have received **Microsoft Innovative Educator(MIE)** Certification for using technology to pave the way for their peers ad students for better learning outcomes.
 - Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to Digital Resources for Teaching and Learning. School Specialized Team monitors the usage and identifies possible bottlenecks affecting teaching and learning. Technical Support is proactive and collaborative; providing resources, coaching, and just-in-time instruction to prepare teachers, students and other school staff to use new technologies, thereby reducing the need for interventions during the learning process.

COMMITTEES AND INCHARGES

S.No	NAME OF THE COMMITTEES	TEACHER IN-CHARGE	OTHER TEACHERS
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1	Anti-Bullying Committee	<ul style="list-style-type: none"> ● Ms. Deepika Nagi ● Ms. Suman Chawla 	<ul style="list-style-type: none"> ● Class 1-3: Ms. Poonam Gandhi Ms. Ritu Rekha ● Class 4-5: Ms. Nishtha Huria ● Class 6-10: Ms. Nidhi Garg ● Class 11-12: Ms. Tanveen Kalsi
2	Eco Club & SDG	<ul style="list-style-type: none"> ● Ms. Jyoti Chadha ● Ms. Swati ● Ms. Karishma 	<ul style="list-style-type: none"> ● Ms. Jyoti Chauhan (Hindi) ● Ms. Manisha Sharma
3	Disaster Management & School Safety	<ul style="list-style-type: none"> ● Ms. Tarana Sehgal 	-----
	a) Planning and Awareness b) Mock Drills	<ul style="list-style-type: none"> ● Mr. Kamal Malhotra ● Ms. Kiran Garg 	<ul style="list-style-type: none"> ● Ms. Nidhi Garg ● Ms. Reetika Vaid ● Ms. Aakash Bhardwaj ● Ms. Ravi Sharma ● Ms. Sagar Suneja ● Mr. Lalit ● Mr. Rautela ● Mr. Negi ● Mr. Singh ● Mr. Ajay ● Ms. Mamta Saini
	c) Evacuation Plan	<ul style="list-style-type: none"> ● Mr. Dhruv ● Ms. Amandeep ● Ms. Manisha 	-----
4	SEC	<ul style="list-style-type: none"> ● Ms. Guncha, ● Mr. Shivdeep, ● Ms. Shipriya 	<ul style="list-style-type: none"> ● Ms. Neha ● Ms. Sheetal Wadhwa
5	Career Counselling	<ul style="list-style-type: none"> ● Ms Anju ● Ms Guncha 	Commerce Dept- <ul style="list-style-type: none"> ● Ms Guncha ● Ms Neha ● Ms Shipriya ● Mr Shivdeep ● Ms Sheetal Wadhwa (Chrysalis Team)
6	Road Safety	<ul style="list-style-type: none"> ● Mr Ajay, Mr Vineet (Music) 	<ul style="list-style-type: none"> ● Class 1-3: Ms. Ishika, Ms. Juhi Verma ● Class 4-5: Ms. Riya Joseph Ms. Shivani Mittal
7	Community Outreach	<ul style="list-style-type: none"> ● Ms Chandni & Ms Suman 	<ul style="list-style-type: none"> ● Ms. Ritika ● Ms. Deepika Uppal ● Ms. Shikha Bhasin ● Ms. Vaishnavi ● Student Council
8	School Policy Teaching Learning Process policies	<ul style="list-style-type: none"> ● Ms Shiwangi Ghosh 	<ul style="list-style-type: none"> ● Ms. Himani Bhatia
9	Health and Wellness	Health & Wellness Counsellors <ul style="list-style-type: none"> ● Ms. Namita Baluja ● Mr. Rautela 	<ul style="list-style-type: none"> ● Ms. Neha Malhotra ● Ms. Mamta Saini ● Ms. Soma Mandal ● Ms. Lekhita Sharma

			● Ms. Muskan Tuli
10	House Incharges		
	Vivekananda	● Ms. Himani Bhatia ● Ms. Shilpi	
	Tagore	● Ms. Sona ● Mr. Negi	
	Radhakrishnan	● Mr. Dhruv ● Mr. Rautela	
	Teresa	● Ms. Kiran ● Mr. Singh	
11	CBSE Coordinator	● Ms. Pinky ● Mr. Negi	
12	Hospitality Team	● Ms. Sona	● Ms Madhumita
13	Inclusive Education	● Ms. Jyoti Verma ● Ms. Kanika ● Ms. Sapna	
14	Editorial and Social Media	● Ms. Karuna ● Ms. Rishika ● Ms. Himani Bhatia	
15	Alumni Management	● Mr. Sagar Rautela ● Ms. Sheetal Soni	● Ms. Anju ● Mr. Kamal
16	Examination	● Ms. Pinky	● Class 1-5: Ms. Sunita ● Class 6-8: Ms. Rakesh ● Class 9-10: Ms. Rishika ● Class 11-12: Ms. Pinky
17	In-house Activity/Competition	● Ms. Kavita Jain	● Ms. Rishika Puri
18	STEM	● Ms. Samira	● Ms. Niharika
19	AI & Robotics	● Ms. Shivangi Kathuria	● Mr. Lalit Mohan
20	Investiture Ceremony	● Ms. Deepika Nagi ● Ms. Kavita Jain	
21	MUN Society	● Ms. Sheetal Soni	● Ms Chandni Bhowmick ● Ms Srishti Kapoor
22	Grade In-charges	● Class 1	● Ms Juhi
		● Class 2	● Ms Gurpreet
		● Class 3	● Ms Poonam
		● Class 4	● Ms Neelam
		● Class 5	● Ms Adity
		● Class 6	● Ms Shikha
		● Class 7	● Ms Deepika Uppal

	● Class 8	● Ms Namita
	● Class 9	● Ms Kiran
	● Class 10	● Ms Shiwangi Ghosh
	● Class 11	● Ms Guncha
	● Class 12	● Ms Sheetal Soni

ANNUAL CURRICULUM PLAN COMMITTEE (MEMBERS- PRINCIPAL, SUBJECT HOD'S)

Every year the principal **discusses** and **plans** the annual curriculum plan with coordinators and HOD's of different grades and subjects respectively.

CONSTITUTION OF PEDAGOGICAL PLAN COMMITTEE

S.No	Name of member	Designation	Role in APP
1	Ms. Rima C. Ailawadi	Principal	Initiating, Planning, Guiding, Monitoring and Finalizing
2	Ms. Anju Mediratta	HOD	Planning and Preparing
3	Ms. Pinky Gupta	IT Head, Exam Incharge	Planning and Preparing
4	Ms. Rakesh Kumari Ms. Sunita	Exam Incharges	Planning
5	Mr. Vijay Negi	Sports Incharge	Planning

Meetings held for planning APP with members -

S.N O	MONTHS	MEMBERS
1	20 January 2024	Principal and Exam In-charges, HOD's
2	2 March 2024	Principal and Sports and co-curricular activity In-charges
3	16 June 2024	Principal and Ms. Anju Mediratta
4	17 June 2024	Principal and Ms. Pinky Gupta
5	25 June 2024	Principal and Ms. Anju Mediratta, Ms. Pinky Gupta

METHODS OF COORDINATION WITH STAKEHOLDERS (Inter-personal relationship with stakeholders)

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
School Managing Committee	<ul style="list-style-type: none"> ● Email ● Whats app Groups ● Minutes of Meetings 	<ul style="list-style-type: none"> ● All important academic and non-academic aspects of school functioning are discussed and approved. ● Budgets are approved 	<ul style="list-style-type: none"> ● Quarterly meetings ● Invited for major school functions ● Involved in school programmes as per

		<ul style="list-style-type: none"> ● Balance sheets are approved ● Staff matters are ratified 	expertise
Parents	<ul style="list-style-type: none"> ● School website, ● Class whatsapp groups ● Official facebook /instagram/ twitter page ● School email, ● School calendar ● School almanac ● Phone calls ● SMS ● Personal letters ● PTMs. 	<ul style="list-style-type: none"> ● Parents are allowed to meet the Principal with a prior appointment. ● Parents are invited to attend school functions like Annual Day, Grandparents Day, etc. ● Parents give feedback for improvement after attending skill development programmes. ● Parents act as resource persons for counseling sessions or as subject experts based on their expertise. 	<ul style="list-style-type: none"> ● Regular PTMs ● Quarterly PTA executive body meetings ● Grandparent' Day celebration
Faculty/Staff	<ul style="list-style-type: none"> ● Departmental Meetings ● Faculty Meetings ● Meeting of Class Coordinators ● Whatsapp Groups 	<ul style="list-style-type: none"> ● Curriculum planning ● Pedagogical planning ● Activity Calendar ● Organization of school functions ● Planning of school events, assemblies etc. ● Planning of co-curricular activities 	<ul style="list-style-type: none"> ● Duty roaster for session ● Faculty trainings as per requirement ● Students' felicitation ● Trips & Excursion for students ● Assemblies/events etc. ● Staff gatherings /picnics

Collaboration for Well Being : Strong partnerships with various organizations-

- Traffic Police
- Delhi Police
- Disaster Management
- Delhi Metro Rail Corporation
- Fortis Hospital, Shalimar Bagh

STUDENT DETAILS

Number of Students on Roll (Class-wise) 2024-25 (Till Middle Stage)

Class	Pre-School & Pre-Primary	I	II	III	IV	V	VI	VII	VII I
No. of Sections	16	7	7	7	6	6	6	6	6
Students on Roll	400	213	200	220	225	218	228	228	218

Number of Students on Roll (Class-wise) 2024-25 (Till Senior Secondary Stage)

Class	IX	X	XI			XII		
			Science	Commerce	Humanities	Science	Commerce	Humanities
No. Of Sections	6	5	1	2	1	1	2	1
Students On Roll	206	198	34	110	24	42	66	17

STAFF DETAIL: THE NUMBER OF THE TEACHERS (REGULAR, AD-HOC)

Number of Teaching Staff		
(to be updated from time to time):		
S.NO	Designation	Total No.
1	Principal	1
2	PGT	12
3	TGT	37
4	PRT	52
5	PET	4
6	Nurse	2
7	Librarian	2
8	Other (Non-teaching staff)	31

SUBJECT DETAILS AND INSTRUCTIONAL PERIODS

SUBJECTS OFFERED IN CLASS IX-X (As per CBSE)

Languages Group L	English, Hindi, Sanskrit, French, German
Main Subjects (Group A1)	Mathematics Standard, Mathematics Basics, Science, Social Studies
Other Elective Subject Group A2	Hindustani Music, Painting, Computer Applications
Skill Based Subject	Artificial Intelligence
Additional Subject	Hindi
Internal Subjects	Art Education, Work Experience, Health And Physical Education

SUBJECTS OFFERED IN CLASS XI-XII (As per CBSE)

Languages Group L	English
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Academics Elective Group A	Mathematics, Applied Mathematics, Physics, Biology, Chemistry, Accountancy, Business Studies, Economics, Legal Studies, Sociology, Political Science, Psychology, History, Entrepreneurship, Computer Science, Informatics Practices, Physical Education, Social Studies Home Science, Fine Arts
Additional Subjects	Physical Education, Fine Arts
Internal Subjects	General Studies, Work Experience, Health And Physical Education

LIST OF CO-SCHOLASTIC SUBJECTS

A. Indoor Games	Table Tennis, Chess, Taekwondo, Table Soccer, Boxing
B. Outdoor Games	Basketball, Football, Archery, Badminton, Skating, Shooting Range, Golf Stimulator, Cricket, Taekwondo, Lawn Tennis

INSTRUCTIONAL TIME (link for timetable for all classes, Teachers' Timetable and the Master Timetable)

ACADEMIC RESOURCES

(*Infrastructure, Material Resources, Digital resources and Intellectual resources*)

S.NO	RESOURCE NAME	PURPOSE
1	Playgrounds	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. Field trips
2	Computer Labs	Computer labs provide students with access to computers and software tools that help them develop digital literacy skills, including typing, internet research, and using productivity software like word processors and spreadsheets, designing, animation, programming, development, movie making, 3d modelling and artificial intelligence (AI). <ul style="list-style-type: none"> • Students Make Presentations, Programs In Python, Website Development In Html And Many More. • We also teach coding applications like scratch jr. And scratch for the primary section • The middle school learns scratch and python • Senior school is taught computer applications, ai and python • We also conduct bootcamp to foster learning and growth among students by using different platforms.

3	Science Labs	<p>Science labs provide a space for students to conduct hands-on experiments and investigations, allowing them to apply theoretical knowledge from textbooks to real-world scenarios.</p> <ul style="list-style-type: none"> • We have a composite science lab for the primary school and physics, chemistry and biology labs for grades VI--XII. • With the help of experiments, students understand the scientific principles through enquiry-based learning.
4	Music Room	<p>The music room serves as a dedicated space for students to learn and practice musical instruments and vocal techniques, developing their musical abilities and understanding. Engaging in musical activities in the music room stimulates cognitive functions such as memory and concentration, while also providing an outlet for emotional expression and creativity through music.</p>
5	Art Room	<p>Art room provides a dedicated space for students to explore and express their creativity through various artistic mediums. The art room helps students develop artistic skills, such as drawing and painting, while fostering critical thinking and problem-solving abilities through artistic projects. Engaging in art activities encourages emotional expression and social interaction among students, contributing to their overall personal growth and confidence.</p>
6	Psychology Lab	<p>Psychology lab plays a vital role in enhancing the educational experience, fostering skills and provides experiential learning and facilitates the students of classes XI and XII to conduct experiments and practical tests which ensures a comprehensive understanding of the subject and its applications. It serves as a dynamic testing ground for assessing developmental milestones, cognitive growth, and social behaviours. The resources are carefully chosen to encourage several parts of a child's development, from communication and emotional expression to problem-solving and fine motor abilities.</p>
7	Math Lab	<p>Developing critical, analytical and problem solving skills through practical application of mathematical theories. Enhancing experiential learning and making theoretical knowledge more accessible and relevant to real life situations.</p>
8	Activity Room	<p>Students are exposed to do pretend play-portrayal of a doctor, carpenter, mechanic, chef, etc.– teach them life-skills through related objects. It also in stills social skills and respect for all helpers.</p>
9	Libraries	<p>To nourish the intellect we have books, periodicals and journals on every imaginable topic. Each learner is encouraged to make books his/her best friend and an escape to the world of fantasy is, in turn, facilitated. Children enjoy the library and the plethora of information it gives.</p>
10	Smart Class Rooms	<p>Every classroom is technology- enabled equipped with interactive digital board system where learning & teaching is enhanced through the use of technology, the computers in all smart class rooms are connected to a dedicated server which allows teachers to use a large repository of curriculum based digital content in order to create a multi-sensory learning experience for the students.</p>

11	Home Science Lab	Providing hands-on-experience with concepts related to nutrition, textiles, child development, home management etc. and teaching essential life skills fostering a better understanding of environmental practices.
12	Language Development Resources	Supporting, communication and language development through wide range of key experiences and lay opportunities. It includes picture books, story books, open ended resources etc.
13	Dance Room	Separate well- equipped dance rooms with required acoustics have been set up to train the students in all forms of dancing. Through dance, students learn teamwork, focus, and improvisational skills. It has a wide range of physical and mental benefits. Dance helps children develop literacy.
14	Auditorium	Students are able to showcase their talents and build their confidence. The equipment and facilities available in the auditorium can compete with any professional or commercial hall elsewhere.

LIBRARY RESOURCES

Our library is equipped with the following books:

- Text Books
- Reference Books
- Journals
- Worksheets
- Lab Manuals
- Quiz Books etc.

In total we have 13000 books.

PEDAGOGICAL SOLUTIONS

Planning :

- All facilitators plan and execute the teaching learning process in a uniform manner. Every teacher prepares the Yearly Plan keeping in mind the learning outcomes and objectives given by CBSE. Blooms Taxonomy is included in the lesson plans. The teacher plans her/ his lessons based on the expected learning outcomes.
- A template of the Annual plan, Lesson plan & Weekly plan is given to all the teachers that include (month, period wise content, subject/topic, learning outcome, skill values, methodology, teaching aids , additional resources, pre-lesson introduction, recapitulation, self study/home assignments, reflections, references).

CURRICULUM DEVELOPMENT

Pre-Primary

We at GD Goenka strongly believe that “**Childhood Education lays the foundation for a lifelong learning**”. So, we as their facilitators create an environment that stimulates a child’s overall development. We nurture them to be multitaskers by conducting child oriented and child-initiated activities.

The discovery of concepts, systems and basic techniques applied to natural, social and cultural immediacy of the student, including local and regional affairs are added to child’s wisdom in a play way method. Exposure is given to children through activities and workshops which helps them develop their overall personality.

Involving them in Dance, Art and Craft and Music makes them aesthetically strong and creative in their own manner.

Primary

The education system involves an overall assessment of the child’s performance in the class which includes the written as well as oral skills. We offer an innovative curriculum-based program for children that focuses on promoting the cognitive, social, emotional, and physical development of each child.

The syllabus becomes broader based at this level and gradually the young learner is exposed to a wide range of subjects and study material which is suitably graded in accordance with the CCE. Apart from Maths, English, Hindi, E.V.S. and Computer Education subjects like General Knowledge are also taught. As early as class I, students learn to work on computers in the Computer Lab which has been especially equipped to meet the needs of the young learners.

From class V onwards, the school offers the students the choice to learn any one of the three languages- Sanskrit, German and French as Third Language. A plethora of choices are given to the students for their Work Experience classes ranging from pottery to public speaking, cookery to craft work. Last but not the least, in order to inculcate moral values and general awareness of the students, inter-active sessions are also held.

The teaching of all the subjects is done using the Smart boards. This makes learning a joyful experience for students. Teachers integrate knowledge about subjects through a variety of active techniques suitable for the developmental stages of the children.

Middle

Academic year is divided into two terms:-

Term – I (100 marks: 1 half of the session) Consists of one Periodic Assessment (20 marks) and Half Yearly Exams i.e. Mid- Term Test (80 marks).

Term – II (100 marks: 2 half of the session) Consists of one Periodic Assessment (20 marks) and Yearly Examination (80 marks).

Periodic Assessment (PA) comprises of the Weekly pen and paper Test which carries a weightage of 10%, Subject Enrichment of 5 marks (awarded for debate, role play, group discussion, project, lab activities etc. in

accordance to the requirement of the subject) and Notebook Submission of 5 marks (awarded for regularity, punctuality, neatness and notebook upkeep). All components put together in PA carries a weightage of 20% towards the cumulative assessment in each term.

The overall assessment of a child constitutes both scholastic and co-scholastic areas.

Half Yearly and Yearly Examination are pen and paper examinations at the end of each term for all classes.

For the holistic development of the student, co-curricular activities in the following areas be carried out.

(a) Work Education (Skill based activities resulting in goods or services useful to the community).

(b) Art Education (Visual and Performing Arts).

(c) Health and Physical Education (Sports /Martial Arts/Yoga etc.).

(d) Discipline -The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale

- – In the half-yearly (term 1) exams for all the classes from VI onwards will be based on syllabus covered till the exam time.
- -Yearly Exam Written exam for 80 marks with syllabus coverage as below: Class VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term Class VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term Class VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term

Secondary

To increase the confidence in the students to start preparing for class X Board examination when they join the upper primary stage in class VI, the CBSE has decided to implement the uniform system of assessment, examination pattern and issue of report cards for classes VI to VIII also on the similar pattern. While keeping in view the provisions of Right to Education Act, 2009, the scheme for classes VI-VIII has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the 'quality of education'.

With restoration of class X Board examination, the CBSE will issue the report card for class X based on the Board examination with effect from Academic Year 2017-18. As the assessment structure and examination pattern for class IX will be similar to that of class X, the report card for class IX issued by the schools should also be similar to that of class X.

Subject Options For Various Streams

The right choice of stream and the decision to opt for the subjects suiting a student's aptitude at the senior secondary level enables him/her to have brighter prospects in future.

The school offers **SCIENCE, COMMERCE & HUMANITIES streams** with these combinations.

- Physical education, Hindustani music vocal, Fine Arts can be chosen as 6th subject, If a student desires to opt the same.
- We are offering 5 elective subjects in each stream, keeping in view the norms of Delhi University for admission to undergraduate courses.

SYLLABUS OF EACH CLASS FOR DIFFERENT ASSESSMENTS

LINK: <https://gdgoenkamodeltown.com/>

Co- Scholastic Activities (As Mentioned In School Activity Calendar)

Link : <https://drive.google.com/file/d/16c3PpOBCfLoHn1j4DUhXrz-pb1FBg4I3/view?usp=sharing>

Strengthening of Education

(Links of details of value education programme, Awakened Citizen Program, Morning Assemblies etc)

- **Participation in CBSE Expression series-** the students imbibe the values of Patriotism/National/Cultural Integrity/understanding the legacy of the civilization and imbibing the Sustainable Development Goals.
- **Celebration of all Subject Weeks** occupy a significant space in the school Academic Calendar and with planned multifarious activities students get the opportunity to display their **calibre**, interests and skills.
- Leadership qualities and Responsibility are instilled in students through the process of **Elections** of Student Council and Prefectorial Board and **Investiture Ceremony**.
- **Celebrating Festivals in Eco-Friendly manner** like making and using organic colours on Holi and Anti-Cracker Campaign on Diwali encourages our students to be vigilant and sensible citizens of the planet. Workshop on Idol Immersion during Ganesh Chaturthi will also be organised for students.
- **Reading is a Magic** which casts a spell on the young minds and fascinates them so beautifully that they develop faith in life. Based on this philosophy our prime focus has been on Reading Activities and projects like **E-Library** and **Reading Campaign**.
- **Celebration of Festivals, symbolising Secularism and Unity in Diversity, will be** taken up through Special Assemblies wherein students will present special assembly on the occasion of Raksha Bandhan, Diwali, Gurupurab, Christmas, Id etc and will express their solidarity and integrity.
- **Stage exposure at all level is given to the learners through assemblies, Inter- class, Inter- school competitions.**

ASSEMBLY PLANNER CLASSES I-III

S.NO	Theme	Class	Date	Month
1	Welcome assembly			
2	Life below water	II A	08. 07.24	July
3	Traffic Awareness - Safety Measures	I A	22.07.24	
4	Bonds of Togetherness - Raksha Bandhan	III-B , III-C	29.07.24	
5	Health and Well Being	I-B	05.08.24	August
6	Hues of Unity : Independence	II-B, II-C	12.08.24	

	Day			
7	Journey towards a Digital India	III A	12.08.24	
8	Janmashtami	II & III (collective)	2.09. 24	September
9	Mahatma's Legacy: A Tribute to Gandhian Values	II D + II E	07.10.2024	October
10	Dussehra	III D + III F	14.10.2024	
11	Clean water and Sanitation	II F	21.10.2024	
12	Good Manners	I C	28.10.24	
13	Celebrating Diwali's Radiance	IE	04.11.2024	November
14	Children's Day	ID	11.11.2024	
15	Safe guarding our Earth	III E	18.11.2024	
16	Gratitude and Thankfulness	IF	25.11.2024	
17	Teamwork Triumphs	I (collective)	2.12. 24	December
18	Time Management - Time and tide wait for none	I G	9.12.2024	
19	Digital Awareness	III G	16.12.2024	
20	Christmas Day	II G	23.12.2024	

ASSEMBLY PLANNER CLASSES IV-VI

S.N O	TOPICS	CLASS/SEC	DATE	DAY
1	HEALTH AND WELLNESS	IV-A & IV-B	16.7.24	TUESDAY
2	PATIENCE AND PERSEVERANCE	IV-C & IV-D	30.7.24	TUESDAY
3	GRATITUDE	IV-E	6.8.24	TUESDAY
4	TIME MANAGEMENT	IV-F	13.8.24	TUESDAY
5	INDEPENDENCE DAY(SPECIAL ASSEMBLY)			
6	PERSEVERANCE AND HARDWORK	V-A	20.8.24	TUESDAY
7	BENEFITS OF POSITIVE THINKING	V-B	27.8.24	TUESDAY
8	TEACHERS DAY (SPECIAL ASSEMBLY)			
9	GANDHI JAYANTI	V-C	1.10.24	TUESDAY
10	BE PURE AND SAFE: A BATTLE AGAINST ADULTERATION	V-D	8.10.24	TUESDAY
11	DUSSHERA(SPECIAL ASSEMBLY)			
12	OVERCOMING CHALLENGES:DISASTER MANAGEMENT	V-E	15.10.24	TUESDAY
13	ANTI BULLYING	V-F	22.10.24	TUESDAY
14	DIWALI ASSEMBLY	VI-A	29.10.24	TUESDAY

15	LET'S BE TECHFRIENDLY	VI-B	5.11.24	TUESDAY
16	CIVIC SENSE	VI-C	12.11.24	TUESDAY
17	CHILDREN'S DAY			
18	SAVE SOIL	VI-D	19.11.24	TUESDAY
19	CONSTITUTION DAY	VI-E	26.11.24	TUESDAY
20	ART AND MUSIC APPRECIATION	VI-F	3.12.24	TUESDAY
21	ROAD SAFETY / TRAFFIC AWARENESS	IV-A,B&C	10.12.24	TUESDAY
22	PERSONEL SAFETY AND SELF DEFENCE	IV-D,E&F	17.12.24	TUESDAY
23	CHRISTMAS ASSEMBLY	V-A,B&C	24.12.24	TUESDAY
24	SUSTAINABILITY	V-D,E&F	21.1.25	TUESDAY
25	REPUBLIC DAY(SPECIAL ASSEMBLY)			
26	STRESS MANAGEMENT	VI(ALL SECTIONS)	28.1.25	TUESDAY

ASSEMBLY PLANNER CLASSES X-XII

S.N	Class & Sec	Date	Day	Theme
1	X B,D,F	18-Jul	Thursday	World Population Day (July 11)
2	X A,C,E	25-Jul	Thursday	Honoring Gurus on Guru Purnima (July 21)
3	X B,D,F	01-Aug	Thursday	Road safety
4	X A,C,E	08-Aug	Thursday	Bullying Prevention and Kindness
Class X & XII		15-Aug	Thursday	INDEPENDENCE DAY SPECIAL ASSEMBLY
5	X B,D,F	22-Aug	Thursday	World Humanitarian Day
6	X A,C,E	29-Aug	Thursday	National Sports Day
7	CLASS XI	05-Sep	Thursday	TEACHER'S DAY SPECIAL ASSEMBLY
8	XI A	03-Oct	Thursday	Disaster Management: Need of an hour
9	XI B	10-Oct	Thursday	Happiness begins with good health- Mental Health Day
		17-Oct	Thursday	HOLIDAY (Valmiki Jayanti)
10	XI C	24-Oct	Thursday	United Nations Day
		31-Oct	Thursday	HOLIDAY (Diwali)
11	XI D	07-Nov	Thursday	The Spirit of Giving
12	XI E	14-Nov	Thursday	Brain Drain: Its a one way ticket
13	XII A & D	21-Nov	Thursday	Constitution Day (26 November)
14	XII B & C	28-Nov	Thursday	Green Initiatives- Earth has enough for everyone's need but not for everybody's greed
15	XI A	05-Dec	Thursday	Fighting inequality for a resilient future
16	XI B	12-Dec	Thursday	Human Rights Day (10 December)
17	XI C	19-Dec	Thursday	Cyber bullying and online safety

18	XI D	26-Dec	Thursday	Importance of kindness and empathy towards others
19	XI E	16-Jan	Thursday	National Youth Day – VIKSIT YUVA, VIKSIT BHARAT” (12 Jan)
20	XI A & E	23-Jan	Thursday	Stress management and self-care
21	XI B,C,D	30-Jan	Thursday	Understanding the Triggers and Impact of Road Rage

ZERO PERIOD SCHEDULE FOR CO-CURRICULAR ACTIVITIES

DAYS	GRADES	TIMINGS
MONDAY	6,7	8:30-9:00 AM
	10,11,12	9:00-9:45 AM
TUESDAY	2,3	8:30-9:00 AM
	8,9	9:00-9:45 AM
WEDNESDAY	1	8:30-9:00 AM
	4,5	9:00-9:45 AM
THURSDAY	2,3	8:30-9:00 AM
	8,9	9:00-9:45 AM
FRIDAY	4,5	8:30-9:00 AM
	6,7	9:00-9:45 AM

- Aligned with principles of Arya Samaj our thrust has been to inculcate the age old values of ‘Vasudeva Kutumbukum’. Our Collaboration with Ramakrishna Mission for Value Education provides an enriched foundation for life to the students who are encouraged to build warm and happy associations.
- Ramakrishna Mission in collaboration with CBSE has developed a unique three-graded Value Education Programme-
 - Intrinsic values are taught to students so that they cherish their bounties and strive towards protecting them as we believe that this is significant in enhancing Wellness Quotient together with community.

Link of Awakened Citizen Programme Planner :

https://drive.google.com/drive/folders/15-R9SWVLrxD7duc_cyiTVdl0LigKHTEi?usp=sharing

ACTIVITY PLANNER OF AWAKENED CITIZEN PROGRAMME

CLASS-V

MONTH	TOPIC	WEEK	ACTIVITIES	LEARNING OUTCOMES
APRIL	Self Awareness	1	* Introduction to the topic * Diversity Welcome -Appreciating the differences in every individual	*To promote diversity in individual personalities and help creating an inclusive environment in the class. * To identify one's own strengths and weaknesses. * Strengthen self identity and improving self efficacy.
		2	SWOT Analysis	
		3	Identify your Strengths and Weaknesses.	
		4	* Determine where you can excel. * Be mindful about the things that can go wrong.	
MAY	My Role Model	1	* Meaning and importance of having a role model in life. * Inspiration from famous personalities.	* To learn from the lives of great leaders. * To understand the importance of identifying a right role model. * To explore the ways in which role models can help us.
		2	The teacher will ask the students to select a person/ role model for themselves. Make a list of at least ten positive attributes that they admire in that person.	
JULY	Discipline	1	Complete the following: For me, Discipline is important because.....	* To understand the importance of Discipline. * To differentiate between disciplined and undisciplined behavior. * To understand the value of working in groups. * To relate value of discipline with their daily life.
		2	List five activities which shows that you are a disciplined person.	
		3	Role Play on discipline (Group activity)	
		4	Stories based on discipline	
AUGUST	Celebrating Diversity	1	The class should be divided into five groups. Each group can be asked to prepare a poster of any one festival, different from their own culture. They can add details like music, food, dress or anything special associated with the same.	* Students will learn about the cultural diversity and varied kinds of celebrations and about different religions in India. * To make students identify different types of cultural festivals and the way they are celebrated. * Students will be able to understand national diversity and inculcate the feeling of love and respect for the country. * To foster understanding of various cultures.
		2	Complete the following: I am proud of my country because.....	
		3	Pick any region in the country. Find out about all important details about it. Write about the specialties of that region – for example dance, food, dress, and monuments and so on.	
		4	Make a list of any five achievers who succeeded despite the hardships they faced. For example, Louis Braille.	
OCTOBER	Personal safety	1	Students should make a list of items required for a first-aid-kit and maintain it.	* To learn what natural disasters are and what to do

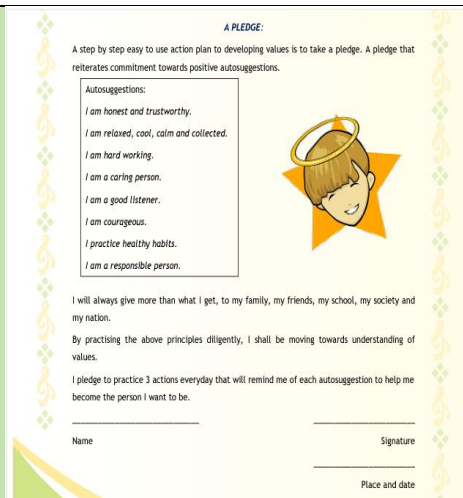
		2	<p>MY BAG OF WORDS Find out the meanings of the words:</p> <ul style="list-style-type: none"> ● Pedestrian ● Fuel ● Fracture ● Sprain ● Sterile ● Antiseptic 	<p>when they occur.</p> <ul style="list-style-type: none"> * To prepare people for people for disasters. * To make the students aware about the given terms and to understand the importance of personal safety.
		3	Organize a school/ class disaster management team and allocate duties to each team member and display the same in the classroom.	<ul style="list-style-type: none"> * To prepare the students to work as a team during a disaster.
		4	Often disaster strikes without a warning. Hence, it is imperative for us to be prepared for any such eventuality. Make a list of plan of actions under such circumstances.	
NOVEMBER	Being Compassionate	1	<p>Badges of Honour Student will paste paper cutout of their own hands on a colored sheet of paper. They will write on the cut-outs the deeds or acts of kindness which they have done. For example, I helped an old lady cross the road.</p>	
		2	<p>Make a needy child smile: You get many gifts on their birthdays. Bring a smile to a child who cannot afford to buy toys. Share your gifts with someone.</p>	
		3	<p>ROLE PLAY The students will act out various situations to bring out the values like Kindness, Generosity, Hate, Anger etc. The teacher will ask the students what differences they noticed in the four emotions or qualities depicted.</p>	
		4	<p>CLASS DISCUSSION: Class will have a group discussion on 'How I can spread the message of care and compassion.'</p>	
DECEMBER	Nurture the Nature	1	<p>CLASS DISCUSSION: Class will have a group discussion on 'How I can spread the message of care and compassion.'</p>	
		2	Enlist the reasons as to why conservation of forest is important.	
		3	Make a list of animals that are becoming extinct.	

		4	Have a general discussion with the students on the gifts of nature. Write a paragraph on our 'Friendly Forests' depicting all that we get from them and how you can conserve them.	contribute towards nurturing nature.
JANUARY	Rights and Duties	1	A general discussion in the classroom may be carried out on following points: a) What does being responsible mean? b) How can you be responsible mean?	* To understand rights and duties as a citizen of India. * To obey law and orders. * To respect the national heritage. * To learn how to care for the public property.
		2	The school is your second home. As a member of the school community, you have some rights and duties towards it. List down any five duties as a responsible student. Also to make a list of five rights that they enjoy in school.	
		3	Complete the following sentence: A responsible me is.....	
		4	The teacher will instruct the students to make a promise card for themselves listing out the responsibilities that they will take up at home, school and at the community level.	
FEBRUARY	Doing your best	1	The teacher will instruct the students to make a promise card for themselves listing out the responsibilities that they will take up at home, school and at the community level.	* To explore ways of doing things with a clear focus. * To know yourself better and have a clear goal/ aim.
		2	The students will enlist a few great men/women who have succeeded and attained great heights. They may collect information about them and have a class discussion on the reasons behind their success.	
		3	Hard work is the key to success but there are other things that are important too. Make a list of qualities that are important for success.	
		4	SELF ASSESS YOURSELF Tick the traits that you possess and how can you improve yourself?	

CLASS-VI

MONTH	WEEK	SYLLABUS TO BE COVERED	ACTIVITIES PLANNED AND PARAMETER FOR THE ACTIVITIES TO BE ASSESSED	TEACHING AIDS	CORE VALUES AND LEARNING OUTCOME
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April	1	Celebrating Diversity	The class should be divided into five groups. Each group can be asked to prepare a poster of any one festival, different from their own culture. They can add details like music, food, dress or anything special associated with the same.	Song on projector	Students will learn about the cultural diversity and varied kinds of celebrations and about different religions in India.
April	2	Celebrating Diversity	Complete the following: I am proud of my country because.....	Poster	To make students identify different types of cultural festivals and the way they are celebrated.
April	3	Celebrating Diversity	Pick any region in the country. Find out about all important details about it. Write about the specialties of that region – for example dance, food, dress, and monuments and so on. Make a list of any five achievers who succeeded despite the hardships they faced. For example, Louis Braille.	Map of India	Students will be able to understand national diversity and inculcate the feeling of love and respect for the country.
April	4	Celebrating Diversity	The teacher may ask the students to select a person/ role model for themselves. Make a list of at least ten positive attributes that they admire in that person.	Chart	To foster understanding of various cultures.
May	1	Choose your role model	Complete the following: For me, Discipline is important because.....	Flash cards	Students will learn from the lives of great leaders.
May	2	Choose your role model	List five activities which shows that you are a disciplined person. To conduct a role play on Discipline. (Group work)	Projector	Students will understand the importance of identifying a right role model. Students will explore the ways in which role models can help us.
July	1	Discipline	To show stories based on discipline on the projector.	Flip book	Students will understand the importance of Discipline.
July	2	Discipline			To differentiate between disciplined and undisciplined behavior.
July	3	Discipline		Projector	To understand the value of working in groups.
July	4	Discipline		Chart	

August	1	Personal Safety		Flash cards	To relate value of discipline with their daily life. To prepare people for disasters.
August	2	Personal Safety	<p>Students should make a list of items required for a first-aid-kit and maintain it.</p> <p>Disaster management tips . Organize a school/ class disaster management team and allocate duties to each team member and display the same in the classroom.</p>		Students will learn what natural disasters are and what to do when they occur..
August	3	Personal Safety	<p>Awareness: Being conscious of one's surroundings and potential risks. Self-defense: Techniques or strategies used to protect oneself from harm. Emergency: A sudden and serious situation requiring immediate action. Safety measures: Procedures or precautions taken to minimize risks and ensure personal safety. Escape route: A planned path or route for leaving a dangerous situation quickly. First aid: Initial medical treatment given to someone who is injured or unwell. Emergency contact: A person or organization to be notified in case of an emergency. Fire safety: Practices and procedures for preventing and responding to fires. Safe zone: A designated area where one can seek refuge or safety. Risk assessment: Evaluating potential hazards and determining the level of risk they pose. Emergency kit: A collection of essential items and supplies for use in emergencies or disasters.</p>	Slips for the words given to the students.	Students will be aware about the given terms and to understand the importance of personal safety.
August	4	Personal Safety		Flash cards	To prepare the students to work as a team during a disaster.
October	1	Cleanliness		Collage	To provide opportunities for self- expression and self- direction.
October	2	Cleanliness		Projector	

October	3	Cleanliness	Safety protocol: Standard procedures for ensuring safety in specific situations or environments.		To understand the importance of cleanliness in day to day life.
October	4	Cleanliness	To conduct a cleanliness Drive. List the do's and don'ts of cleanliness. To show stories based on cleanliness.		To explore the ways in which students can contribute to make our nation clean and green. To foster a responsible attitude towards the society.
November	1	Being Compassionate	To make them understand global warming .	Projector	To inculcate the attitude of Kindness.
November	2	Being Compassionate	Badges of Honour Student will paste paper cutout of their own hands on a colored sheet of paper. They will write on the cut-outs the deeds or acts of kindness which they have done. For example, I helped an old lady cross the road.	Flash cards	To develop the feeling of sharing among the students.
November	3	Being Compassionate	Make a needy child smile: You get many gifts on their birthdays. Bring a smile to a child who cannot afford to buy toys. Share your gifts with someone.	Flash cards	To recognize various emotions like Kindness, Hate, Anger etc.
November	4	Being Compassionate	ROLE PLAY The students will act out various situations to bring out the values like Kindness, Generosity, Hate, Anger etc.	Chart	To learn how to be generous and caring.
December	1	Nurture the Nature	The teacher will ask the students what differences they noticed in the four emotions or qualities depicted.	Chart	
December	2	Nurture the Nature			
December	3	Nurture the Nature	CLASS DISCUSSION: Class will have a group discussion on 'How I can spread the message of care and compassion.'		To know the importance of Nature.
December	4	Nurture the Nature			
December	1	Rights and Duties	Enlist the reasons as to why conservation of forest is important.		To foster a responsible attitude towards nature.
December	2		Make a list of animals that are becoming extinct.		To become aware about our nature.

January	3	Rights and Duties	Have a general discussion with the students on the gifts of nature.	Projector	To explore the ways in which students can contribute towards nurturing nature.
January	4	Rights and Duties	Write a paragraph on our 'Friendly Forests' depicting all that we get from them and how you can conserve them.		To know the meaning of Rights and Duties.
January		Rights and Duties	A general discussion in the classroom may be carried out on following points: a) What does being responsible mean? b) How can you be responsible mean?		
January					
	1	Doing your best	The school is your second home. As a member of the school community, you have some rights and duties towards it. List down any five duties as a responsible student. Also to make a list of five rights that they enjoy in school.		To understand rights and duties as a citizen of India. To obey law and orders. <ul style="list-style-type: none"> ● To respect the national heritage. ● To learn how to care for the public property.
February	2	Doing your best	Complete the following sentence: A responsible me is..... The teacher will instruct the students to make a promise card for themselves listing out the responsibilities that they will take up at home, school and at the community level.		To explore ways of doing things with a clear focus. To know yourself better and have a clear goal/ aim.
February			The students will enlist a few great men/women who have succeeded and attained great heights. They may collect information about them and have a class discussion on the reasons behind their success. Hard work is the key to success but there are other things that are important too. Make a list of qualities that are important for success. SELF ASSESS YOURSELF Tick the traits that you possess and how can you improve yourself? Discussion on Stress management.		Students will learn the ways to deal with exam stress.

CLASS-VII

MONTH	WEEK	ACP MODULE NAME/SUBTOPICS	TEACHING AIDS	VALUE INVOLVED
APRIL	1	Session- 1 Introduction to Ramakrishna mission and it's aim of the program.	Smart board	Meaning and importance of Awakening the possibilities., Faith and infinite possibilities.
	2	Introduction to Awakening Human possibilities.		
	3	Session- 1 Faith and infinite possibilities- Explorations -1 and 2		
	4	Session- 1 faith and infinite possibilities- Explorations 3 and 4		
MAY	1	Session-2 Types of possibilities - Introduction	Smart board	Type of possibilities and their importance.
	2	Session-2 Exploration- 1 Which of these individual has awakened the universal possibilities within.		
	3	Session-2 Exploration- 1 contd.		
JULY	1	Session-3 Introduction to 1st possibility - Being Heroic.	Smart board	Being heroic in classroom setting
	2	Session -3 Exploration - 1		examples of act of being heroic in classroom situations and other subjects
	3	Session -4 Introduction to 2nd possibility - Expand myself and exploration -1		Expanding myself, seeking perfection in different situations with friends and family.
	4	Session-5 Introduction to 3rd possibility - Living in harmony and exploration -1		Living in harmony in classroom setting
AUGUST	1	Session-6 Introduction to 4th possibility - seeking perfection	Smart board	Seeking perfection and giving importance to minute details during studying and daily life.
	2	Session - 6 seeking perfection explorations.		Developing shraddha in the context of nation
	3	Session-7 Introduction to 5th possibility - Developing shraddha		
	4	Session -7 Developing shraddha - explorations.		
SEPTEMBER	1	Session-8 Introduction to 6th possibility - Truth seeking	Smart board	Seeking truth in different situation in classroom and family settings.
	2	Session-8 Truth seeking - explorations		
OCTOBER	1	Session-8 Truth seeking - exploration contd.	Smart board	seeking truth in every situation.
	2	Session-9 Introduction to Universal possibilities		Developing Universal possibilities, importance of sports and incorporating it in day to day life.
	3	Session-10 Sports and its importance - Introduction		
	4	Session-10 sports and it's importance - explorations.		
NOVEMBER	1	Session-11 Introduction to 7th possibility - Express yourself.	Smart board	Expressing ourselves and adding values.
	2	Session-11 Express yourself - exploration.		Creating value by investment of good ideas and morals.
	3	Session-12 Creating values - Introduction		
	4	Session 12 Creating values - exploration (expanding the limits of my values)		
DECEMBER	1	Session-13 Realising a creative vision		

	2	Session-13 Realising a creative vision - exploration (working with collective intelligence)	Smart board	Creating a meaningful vision.
	3	Session-14 Inventing new Things - Introduction		Inventing of new things and creating value from it.
	4	Session 14 Inventing New things - exploration (Developing solution to complex social challenges)		
JANUARY	3	Session-15 Learning in all parts of my life - Introduction		Learning in all parts of life.
	4	Session 15 Learning in all parts of my life - extending the limits of human knowledge.		
FEBRUARY	1	Session-16 Summary of all our unique possibilities.		Universal and unique possibilities lies within all of us.
	2	Session-16 Program conclusion.		

CLASS-VIII

MONTH	WEEK	ACP MODULE NAME/SUBTOPICS	TEACHING AIDS	VALUE INVOLVED
APRIL	1	Session- 1 Awakening human possibilities- Recap	Smart board	Being heroic, Expanding myself, Living in harmony, Seeking perfection, Developing shradha, Being a truth seeker
	2	Need for awakening human possibilities(Being heroic, expanding myself)-Explorations		
	3	Session- 1 Need for awakening human possibilities(Living in harmony, seeking perfection)- Explorations		
	4	Session- 1 Need for awakening human possibilities(Developing shradha, being a truth seeker)- Explorations		
MAY	1	Session-2 Developing faith in our infinite possibilities within-Introduction Exploration -1 Even after failing, we can succeed by right efforts	Smart board	Removing the barriers that prevent us from awakening our possibilities
	2	Session-2 Exploration-2 There is no age limit for discovering my infinite possibilities.		
	3	Session-2 Exploration-3 Having all universal possibilities within, even if we lack unique possibilities.		
JULY	1	Session-3 Awakening our possibilities in the context of the class room Exploration-1 Being Heroic ,Exploration- 2 Seeking perfection	Smart board	Being heroic and Seeking perfection in classroom setting
	2	Session -3 Exploration-3 Developing shradha		Developing shradha in teachers and subjects
	3	Session- 4 Awakening our possibilities in the context of play and with friends.(Expanding myself, seeking perfection, being truth seeker)		Expanding myself, seeking perfection, being truth seeker while playing.
	4	Session-5 Awakening our possibilities in the context of family.(Living in harmony, Developing shradha)		Living in harmony, Developing shradha in family setting.
AUGUST	1	Session-6 Awakening our possibilities in the context of community.(Being heroic, Living in harmony ,being truth seeker)	Smart board	Being heroic, Living in harmony, being truth seeker in community
	2	Session - 6 (contd)		

	3	Session-7 Awakening our possibilities in the context of nation.(Developing shraddha,Living in harmony,expanding myself)		Developing shraddha, Living in harmony, expanding myself in the context of nation
	4	Session -7 (contd)		
SEPTEMBER	1	Session-8 Awakening our possibilities in the context of nation.(Career as a scientist)	Smart board	Working with collective intelligence, expanding the limits of knowledge
	2	Session-8 Awakening our possibilities in the context of nation.(Career as a entrepreneur)		Inventing new things,creating value
OCTOBER	1	Session-8 Awakening our possibilities in the context of nation.(career as a farmer)	Smart board	Adapting to the environment ,creating value
	2	Session-9 Recap and introduction to pathways for awakening		Developing shraddha, Living in harmony, expanding myself, seeking perfection, being truth seeker
	3	Session-10 Pathways to awakening :Pathway -1 Discrimination		
	4	Session-10 Pathways to awakening :Pathway -1 Discrimination Explorations(contd)		
NOVEMBER	1	Session-11 Pathways to awakening :Pathway -2 Service	Smart board	Developing solution to complex social challenges, expanding myself
	2	Session-11 Pathway -2 Service Explorations(contd)		
	3	Session-12 Pathways to awakening :Pathway -3 Concentration and focus		Seeking perfection, being truth seeker
	4	Session 12 Pathway -3 Concentration and focus Explorations(contd)		
DECEMBER	1	Session-13 Pathways to awakening :Pathway -4 Same sightedness	Smart board	Equality for all citizens
	2	Session-13 Pathway -4 Same sightedness Explorations(contd)		Engaging with culture and society
	3	Session-14 Pathways to awakening :Pathway -5 Positive engagement		
	4	Session 14 Pathway -5 Positive engagement Explorations(contd)		
JANUARY	3	Session-15 Pathways to awakening :Pathway -6 Developing towards our ideal	Smart board	Learning in all parts of life
	4	Session 15 Pathway -6 Developing towards our ideal Explorations(contd)		
FEBRUARY	1	Session-16 Program conclusion	Smart board	Universal and unique possibilities lies within all of us.
	2	Session-16 Program conclusion (contd)		

Cultivating entrepreneurship spirit, career awareness and Events

(Details of all Career Counselling Workshops, Career Fair for students, Moulding of Entrepreneurial skills among students)

- Career Counselling workshops – Class VIII Onwards
- Parent Workshops and orientation
- Career counselling Workshops on choosing streams in class XI
- CAREER FAIR organized for all classes

Our thrust has always been to equip students with skills and confidence to face challenges and find solutions. Regular updates on the safety guidelines are shared with students and workshops are organized to understand the nuances of pandemic spread keep ourselves safe.

- Platforms like **Model United Nations, Youth Parliament, Video Conferencing** with students across the border take up discussion and debates to understand the problems and corrections required. Thus inculcating 21st century skills of critical thinking and problem solving.
- The ability to take risk is important and for the same **Financial Literacy Program along with entrepreneurial action in collaboration with SEC** is an ongoing process.
- Our students participate in **Pariksha Pe Charcha** Contest every year where they are motivated towards Stress Management and cope up anxiety issues.
- Regular **Workshops** are conducted to develop ways of coping adolescent issues in these unprecedented times like ‘**Stress Management (Aarogalya), ‘Adolescence Concerns’, ‘Seeking Calm in the Chaos’, Mental Health in Times of Pandemic** were (Dept. of Mental Health & Behaviour Science, Fortis Health Care) organized for students, parents and teachers inspiring them to stay strong in the unprecedented times. Experts from Medical Field presided these Workshops as Resource persons.

EVENTS AND CELEBRATION

- Orientation Day
- Annual Function : Juniors & Seniors
- Achievers Day
- Investiture Ceremony
- Sports Day
- MUN
- ARUSHAN
- SEC Event
- Alumni Day

SPORTS ACTIVITIES (as per School Sports calendar)

MONTH	CLASSES		
	III-V	VI-VIII	IX-XII
July	● Inter House Table Tennis Competition	● Inter House Table Tennis Competition. ● Inter House Badminton Competition	● Inter House Chess Competition ● Inter House Badminton Competition
August	● Inter House Skating Competition	● Inter House Skating Competition	● Inter House Skating Competition
September	● Inter House Football Competition	● Inter House Football Competition	● Inter House Football Competition
October	● Inter House Basketball Competition	● Inter House Basketball Competition	● Inter House Basketball Competition
November	● Inter House Tennis Competition	● Inter House Tennis Competition	● Inter House Tennis Competition
December	● Inter House Taekwondo Competition	● Inter House Taekwondo Competition	● Inter House Taekwondo Competition

January	• Inter Class Yoga Asanas Competition	• Inter Class Yoga Asanas Competition	• Inter Class Yoga Asanas Competition
February	• Inter House Cricket Competition	• Inter House Cricket Competition	• Inter House Cricket Competition

CLUB ACTIVITIES

Classes Involved	Club Name
1-3, 6-7	Mind Games
4-9	Literary Club
1-3, 8-9	Eco Club
8-9	Computer Club
9-12	Cyber Security Club
1-7	Art Club
1-7	Dance Club
1-9	G.K Club
8-9	Math Club
1-7	Music Club
4-5	Theatre Club

REMEDIAL PLAN (ACADEMICS)

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of the teaching learning process.

A practical approach will be followed to bring more authentic results for the students and right amount of learning will take place as per the individual needs, which will be seen in the performance of the children through their pen and paper results. Initially for the two months of the session 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 Class teacher given
- 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 concerned subject teachers.
- Certain patterns 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 the students will be identified and special classes week wise will be conducted for each subject with more individual attention given to them in a smaller group.
- 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 a month wise basis to get better results.
- Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.

On the above basis, all grades will have remedial classes w.r.t academics, sports, counselling etc on every 1st and 3rd Saturday after school hours.

The teachers prepare an action plan with the help of class teachers and the subject heads, taking into consideration the need of each child.

Student Counseling Sessions

- **Counseling and Guidance:** Academic counseling, career guidance, and college prep sessions.
- **Special Education Sessions :** Resources and support for students with special needs, including Individualized Education Programs (IEPs).

STUDENTS' WELL-BEING

The well-being of our students

We prioritize the safety of our students in school. We have taken all the precautions and required measurements to ensure that our students and staff are safe in school. We have CCTV cameras in all locations in the school which include the cafeteria, sports grounds, classrooms, and school buses.

We have installed safety systems and Fire Safety drills are conducted regularly. We have health check-ups regularly for our students and staff. We have safety guidelines for our students along with POCSO workshops for all stake holders.

Guidelines for students' safety

The students have the ID card, and the parents have to have an out card when they fetch their ward.

- ✓ No student is left alone. There will always be an attendant, security guard or teacher with him/her.
- ✓ Cameras are installed facing all entry and exit points of the school, corridors, sports grounds, labs, classrooms, auditorium halls, library and school buses.
- ✓ In any emergency situation, the parent is called to school immediately.
- ✓ All classes, whether in the art room, playground, cafeteria, classrooms, are diligently monitored.
- ✓ There is a proper duty chart for dispersal of students who board school buses, walkers and private cab.
- ✓ We have counsellors and remedial teachers to take care of the mental health and behavioral concerns related to students.
- ✓ We organize frequent meetings with all the stakeholders regarding issues concerning safety

matters of the students and feedback from the staff is also taken on a regular basis.

Health care in school:

- ✓ School conduct regular health and medical check-ups for students and staff.
- ✓ A full-time school nurse is available, along with an emergency strategy in place, with the nearby hospital.
- ✓ We conduct talks and workshops on hygiene and different aspects of health.
- ✓ We create social health welfare awareness through student engagement in the morning assemblies.

TEACHER DEVELOPMENT PLAN

- **Workshops and Seminars:** Regular professional development sessions on teaching strategies and curriculum updates.
- **Access to Educational Journals:** Subscriptions to educational research journals and magazines.
- **Collaborative Planning:** Time allocated for teachers to collaborate and plan interdisciplinary lessons.
- **Enhancing the professional Skills of teachers in today's Digital World through Skill Building Programme**

Teacher Training Schedule

Teacher training	Theme of the Workshop	Proposed date /week / month	Target group
Continuous Professional Development (CPD)	Elevating Teaching-Learning Dynamics On Diksha	From June 17 to 21 June 2024	All teachers
Capacity Building Program	Workshop for counsellors and teachers on the importance of comprehensive counselling in the education	25 th and 26 th May 2024	Psychology teachers
IT skills workshops	Basic features and formulae of Microsoft Excel for preparing Exam sheet	24 May 2024	Teachers of Classes IX-XII
Story telling	Story telling as pedagogy	24 May 2024	Teachers of Classes I-VIII
Mindfulness and Well-Being	How to cope up with stress and how to manage it	28 May 2024	Teachers of all Classes
MIEE (Microsoft Innovative Educator Expert)	Microsoft ambassador programme	27 May 2024	Teachers of all Classes

CLASSROOM OBSERVATION SCHEDULE

Classes will be observed on a spontaneous manner by Principal and HOD's and they will also fill the feedback form. After observation, suggestions will be given to teachers for teaching learning process and for the development of academic performance of students.

SCHOOL ACADEMIC PERFORMANCE:

A) PASS PERCENTAGE DURING THE LAST ACADEMIC SESSION 2023-24)

S.NO	Class	No. of Students Appeared	No. of Students Passed	Pass Percentage
I	199	199	199	100
II	220	220	220	100
III	221	221	221	100
IV	219	219	219	100
V	228	228	227	99.5
VI	224	224	224	100
VII	218	218	218	100
VIII	212	212	212	100
IX	210	210	206	98
XI	130	130	129	99

B) BOARD EXAMINATION AT A GLANCE 2023-24

Class	No. of Students Appeared	No. of Students Passed	Pass Percentage
X	144	144	100%
XII	114	114	100%

ASSESSMENT PLAN

Examinations are no less important than teaching. Our tests / examinations are devised to develop the habit of regular, systematic and methodical work among the students.

Exam Schedule-2024-25

Month	Name of Examination	Classes
May	Special Exam-1	X , XII
July	Unit Test-1	VI-IX, XI
September	Mid term	II-XII
November	Pre-Board-1	X, XII
December	Unit Test-2	II-IX, XI
December	Pre-Board-2	XII
January	Pre-Board-2	X
February	Final Term	II-IX, XI

ASSESSMENT POLICY IN PRIMARY CLASSES

Students will be assessed on the following:

- Multiple Assessment
- Periodic Test
- Subject Enrichment
- Portfolio Assessment
- Project Based Activity
- Term II

ASSESSMENT PATTERN FOR TERM-1 AND TERM-2

PRIMARY CLASSES I-V

Subjects	Multiple Assessment (5) (Notebook + Class participation)			Periodic Test (25) Unit Test	Subject Enrichment (10) Class test	Portfolio (5) H.HW+ Attendance			Project based Activities (5) Class + Group Activities	Mid Term (50)/ Final Term
Subject Name	2.5	2.5	Total (5)			2.5	2.5	Total (5)		

ASSESSMENT TOOLS CLASSES I-XII

Subject	Grades	Assessment tool
English	I-X	LSRW- Role play, dictation, projects, oral presentations, language games, puzzles, debates and discussions, recitation, pen paper tests, listening activities, reading comprehension
Hindi	I-X	LSRW- Role play, dictation, projects, oral presentations, language games, puzzles, debates and discussions, recitation, pen paper tests, listening activities, reading comprehension
Mathematics	I-VIII	Enrichment activities, Math lab activities, Mapping skills, Worksheets, pen paper tests
	IX-X	Enrichment activities, Math lab activities, Mapping skills, Worksheets, pen paper tests
Science	I-X	Research & presentation, quizzes, lab activities, pen paper tests
Social Sciences	IV-X	Maps, Projects, Role play, Debates, pen paper tests, Quizzes, peer assessment
AI	I-XII	Hands-on-experiments, designing and thinking

ASSESSMENT PATTERN FOR GRADES VI -VIII

TERM-1

Subjects	Unit Test (20)	Mid Term (60)	Subject Enrichment (5)	Portfolio (5)	Multiple Assessment (5)	Project Based Activity (5)	Total (100)	Grade
For all 5 subjects	Marks to be entered out of 25 for all the subjects Further scaled down to 20	Marks to be entered out of 60 for all the subjects	Listening + Speaking (5+5) = 10M Total to be brought down to 5M	<ul style="list-style-type: none"> Achievement (1) Notebook (5) Subject Act (4) Total= 10 Total to be brought down to 5M	Class Test (10) Activity (5) Total 15 Total to be brought down to 5	Marks to be entered out of 5 for all the subjects		

Co Scholastic : G.K , Art, HPE, Discipline, Work Experience

To be graded out of 5 for the entry, further brought down to 3 point scale.

ASSESSMENT PATTERN FOR GRADES VI -VIII

TERM-2

Subjects	Unit Test (10)	Final Term (60)	Subject Enrichment (5)	Portfolio (5)	Multiple Assessment (5)	Project Based Activity (5)
For All 5 Main Subjects	Marks to be entered out of 25 for all the subjects Further scaled down to 10	Marks to be entered out of 60 for all the subjects	Listening + Speaking (5+5)= Total (10) Total to be brought down to 5	Achievement (1) Notebook (5) Subject Activity (4) Total= 10 Total to be brought down to 5	Class Test (10) Activity (5) Total 15 Total to be brought down to 5	Marks to be entered out of 5 for all the subjects

Co Scholastic : G.K , Art, HPE, Discipline, Work Experience

To be graded out of 5 for the entry, further brought down to 3 point scale.

ASSESSMENT PATTERN FOR GRADES IX-X

TERM-1

Subjects	Unit Test (5)	Mid Term (80)	Subject Enrichment (5)	Portfolio (5)	Multiple Assessment (5)	Total (100)	Grade
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For All 5 Main Subjects	Marks to be entered out of 25 for all the subjects Further scaled down to 5M	Marks to be entered out of 80 for all the subjects	Listening + Speaking (5+5)= Total (10) Total to be brought down to 5	Achievement (1) Notebook (5) Subject Activity (4) Total= 10 Total to be brought down to 5	Class Test (10) Activity (5) Total 15 Total to be brought down to 5M		
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Co Scholastic : Art, HPE, Discipline

ASSESSMENT PATTERN FOR GRADES IX

TERM-2

Subjects	Unit Test (5)	Mid Term (80)	Subject Enrichment (5)	Portfolio (5)	Multiple Assessment (5)
For All 5 Main Subjects	Marks to be entered out of 25 for all the subjects Further scaled down to 5M	Marks to be entered out of 80 for all the subjects	Listening + Speaking (5+5)= Total (10) Total to be brought down to 5M	Achievement (1) Notebook (5) Subject Activity (4) Total= 10 Total to be brought down to 5M	Class Test (10) Activity (5) Total 15M Total to be brought down to 5M

Co Scholastic : Art, HPE, Discipline

To be graded on 5 point scale.

ASSESSMENT PATTERN FOR GRADES XI

TERM-1

Subjects	Unit Test (25)	Mid Term		Total (100) (Theory+ Practical)	Remarks
		Theory	Practical		
English (Subject 1)	Marks to be entered out of 25 for all the subjects				
Subject 2					
Subject 3					
Option 4					

(Subject 4)					
Option 5 (Subject 5)					
Additional Subject					

Co Scholastic : Social Skills, Work Habits

TERM-2

Subjects	Unit Test II (25)	Final Term	
		Theory	Practical
English (Subject 1)	Marks to be entered out of 25 for all the subjects		
Subject 2			
Subject 3			
Option 4 (Subject 4)			
Option 5 (Subject 5)			
Additional Subject			

Co Scholastic : Social Skills, Work Habits

ASSESSMENT PATTERN FOR GRADES XII

TERM-1

Subjects	Special Exam 1 (out of 40)	Periodic Assessment (out of 40)	Mid Term		Total (100) (TH+ PR only)	Remarks
			Theory	Practical		
English (Subject 1)	Marks to be entered out of 40 for all the subjects	Marks to be entered out of 40 for all the subjects				
Subject 2						
Subject 3						
Option 4 (Subject 4)						
Option 5 (Subject 5)						

Additional Subject						
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Co Scholastic : Social Skills, Work Habits

Grading of Scholastic Skills: (As per CBSE)

Grading Scale for Scholastic Areas (School will award grades as per the following Grading scale)	
MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E- Essential Repeat

Grading of Co-Scholastic Skills:

Area	Product	Process
Health and Physical Education-	Overall fitness	Participation, team-spirit, commitment and honest effort.
Work Education- General Studies, SEWA		
Grading of Co-Scholastic Activities: (To be graded term-wise on a 9 -point Grading scale)		
Grade	Description	
A1	Top 1/8th of the passed candidates	
A2	Next 1/8th of the passed candidates	
B1	Next 1/8th of the passed candidates	
B2	Next 1/8th of the passed candidates	
C1	Next 1/8th of the passed candidates	
C2	Next 1/8th of the passed candidates	
D	Next 1/8th of the passed candidates	

E	Essential Repeat
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WEIGHTAGE OF EXAMINATIONS:

Maximum marks per subject	100
Type of Assessment	<ul style="list-style-type: none"> ● Internal Assessment <ul style="list-style-type: none"> □ Periodic Tests □ Subject Enrichment Activities □ Multiple Strategy Assessments □ Portfolio ● Graded Assessment for Co-Scholastic Areas ● Term End Exam <ul style="list-style-type: none"> □ Half Yearly Examination □ Annual Examination/ Board Examination
Marks/ Grade Distribution	<ul style="list-style-type: none"> ● Internal Assessment: 20 marks ● Term End Exam/ Board Exam: 80/50 ● Assessment of Co-Scholastic Areas: On a 5-point Grading Scale
Components of Internal Assessment	<ul style="list-style-type: none"> □ Periodic Test: 5 marks
	<ul style="list-style-type: none"> □ Multiple Assessment: 5 marks (oral tests, class discussion, field-work, concept maps, graphic organizers, visual representation, quizzes, project-work, self and peer assessment, collaborative projects, experiments, classroom demonstrations etc.) □ Portfolio: 5 marks (presentations, classwork and homework assignments, reflections, art integrated learning etc.) □ Subject Enrichment Activity: 5 marks (listening and speaking skills in Languages, practical work in Science, lab work in Math and project work in Social Science)

Components of Graded Assessment for Co-Scholastic Areas	<ul style="list-style-type: none"> ● Health and Physical Education including Work Experience (participation, team-spirit, commitment and honest effort) ● Art Education (participation, creative process, material use, appreciation, reflection, effort, craftsmanship and completion)
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Descriptor 2: Initiating Innovations in Schools and fulfilling SDG Goals

Actionable	STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
	Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible	What is the timeline for implementation ?	What will the impact look like?
<p>Opportunities for student Learning and Innovation</p> <p>Expand the perspectives of teachers to implement innovative pedagogies.</p> <p>Creating a culture of innovation</p>	<ul style="list-style-type: none"> ● School has introduced Skill-Based Subject such as Artificial Intelligence (AI). ● School has adapted to experiential Learning methodology to develop problem solving skills through programming ● Selected students are involved in innovative activities through AI Club/ Robotic Club / Astronomy Club. 	<ul style="list-style-type: none"> ● Develop project that align with specific SDG. For example, a project on renewable energy can involve students in designing, thinking and building solar powered devices. ● Opportunities for 100% students to participate in real world problems, voice ideas or take initiatives especially in the senior department need to be created. 	<ul style="list-style-type: none"> ● Creating platforms for sharing educational resources and promoting digital literacy supports SDG 4 (Quality Education). ● Recognize students' achievements in skill development through certificates and rewarding them through students' portfolios. ● Encourage teachers to share best practices and resources related to SDG focused education. ● Seed money to each 	<ul style="list-style-type: none"> ● Principal ● Management ● Computer Department 	<p>April – May 2024</p> <p>July – December 2024</p>	<ul style="list-style-type: none"> ● A growth mind-set will be created where failure is seen as a stepping stone to success. ● The teachers and students will build expertise, knowledge and the necessary skills required for innovation ● Students will start taking interest in making different projects and will participate in various inter and intraschool innovative competitions.

		<ul style="list-style-type: none"> • Invite resource person who will share ideas of implementing innovations that are related with SDGs and inspiring future careers. • Develop assessment rubrics that measure students' understanding of SDGs and their ability to innovate solutions. 	<ul style="list-style-type: none"> • class for implementation of idea • Allocating implementation of idea • Collect feedback from students and parents and teachers to continuously improve the integration of innovation and SDGs in pedagogical plan. • Provide professional development workshops and resources for teachers to enhance their knowledge of SDGs and innovative teaching strategies. 			
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Rating Scale for assessing the current status of Practicing Pedagogical Leadership for leading learning.

Where are we now as a school?

Following rating scale to measure to measure the current practice of the school:

1. Never practiced.
2. Almost never practiced.
3. Occasionally / sometimes practiced.
4. Frequently practiced.
5. Practice is fully embedded.

Actionable	Sub points in the actionable	1	2	3	4	5
Creating a culture of innovation	Encourage inquiry based learning by building critical thinking and problem solving approach			✓		
	Give voice to student ideas , encourage them to take initiatives in school, Allow juxtaposition of ideas free from subject boundaries			✓		
	Develop skills and behaviour needed for innovations and encourage SEL: self awareness, self management, social awareness, relationship skills and responsible decision making			✓		
Create opportunities for student learning and innovation.	Widen students' perspective by inviting experts from different fields and encourage students to participate in different events			✓		
	Collaborate with different schools locally, nationally, and globally and plan online and physical exchange programs for students		✓			
Expand the perspectives of teachers to implement innovative pedagogies.	Build expertise, knowledge and necessary skills of teachers and students.				✓	
	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.				✓	