

**ST. NICHOLAS PUBLIC SCHOOL**  
**ANNUAL PEDAGOGICAL PLAN**  
**2024-2025**

## **Introduction**

The Pedagogical Plan of St. Nicholas Public School, Garhbeta allows creating and nurturing a culture of innovation with emphasis on holistic learning. The objective of teaching at least 60% of the concepts by new teaching methods like Inductive-deductive method, experiential teaching-learning, technology driven methods, research based, Think-pair-share, storytelling and methods with collaborative approach ensure that the learning outcomes are met.

It builds an Ecosystem for nurturing innovators, true learners, thinkers and socially responsible children.

The worksheets, question papers are creatively prepared thereby making enjoyable acquisition of concepts, curbing monotony and rote learning. The school has a AV room, Science lab, Math Lab and Science Labs to ensure experiential learning.

The highlights of the pedagogical plan are-

- Student centered & ensures stress-free learning
- Seamless blend of scholastic and co-scholastic activities for holistic development
- Various Collaborations and after school activities to develop 21<sup>st</sup> century skills.
- Empowerment and transformation of the staff members through well planned Competency Development Programme
- Active involvement of the parents in the school activities ensuring partnership in the child's academic and holistic development.

**ST Nicholas Public School, Garhbeta**

..... *Nurturing Learners and Leaders*

## **Chapter 1: Context of the School**

St. Nicholas Public School is a co-educational school managed by BSK Charitable Trust (BSKCT) and affiliated to Central Board of Secondary Education, Delhi. The school was founded in 2009.

The school is spread over two acres of land and having the infrastructure with lush green conducive learning environment. We provide a quality education that enables students to be inspired learners and responsible global citizens through the collaboration of a dedicated faculty and a supportive management.

Please visit : [www.stnicholasgarhbeta.co.in](http://www.stnicholasgarhbeta.co.in)

<https://www.facebook.com/www.stnicholas.co.in>

<https://youtube.com/@stnicholaspublicschool683?si=XM-OrE7yL-dD84dR>

We believe that:

- Every child is different and precious
- Every child can learn if taught with her/his own pace
- Every child needs care and respect
  
- Holistic development of children is an important factor to build a unique nation.

We at St Nicholas Public School endeavor to see that our children attain a high level of learning in all aspects including scholastic and co-scholastic. Since St. Nicholas Public School is affiliated to CBSE, it follows the syllabi of National Council of Education Research and Training (NCERT).

The curriculum is blended well with scholastic and co-scholastic activities to provide students a wide range of opportunities to acquire the 21st century skills. St Nicholas Public School has been in the forefront in the evolving pedagogy, integration of activities and embracing technology. The school has been demonstrating excellence in academics through its consistent excellent board results of classes X.

A wide range of activities are planned to empower students to tap their potentials to the fullest and to develop and hone leadership skills in them. The learning environment is enriching, engaging and stimulating. The Science lab and beautiful garden in the school are few such attempts to provide hands on experience and translate concepts to applicability.

The Management takes keen interest in the developmental programmes for the staff. Every staff member undergoes various need based trainings and workshops which help them hone their skills.

The school embraces the power of parents in the development of the children. Various workshops and trainings are conducted for the parents which helps them to make informed decisions and take appropriate actions regarding their children and also helps them in their personal growth.

St Nicholas Public School Garhbeta has also embarked on the digital journey with its interactive website, digital resource centre, IT infrastructure, online payment of fees, and launch of its social media pages.

## **MISSION**

To teach our students –

- To be honest in purpose and need
- To be self-disciplined, self-reliant and self-confident
- To love and serve the nation
- To strive for excellence in all endeavors

## **VISION**

To provide quality education which is appropriate to the needs of the individual child in an atmosphere of joy and trust, thus helping them to grow into self-sufficient, cooperative and creative global individuals

## **CORE VALUES**

Holistic Thinking, Belongingness, Open-mind, empathy, honesty, Self-reliance, Self-Confidence to strive for Excellence in all endeavors

## **Philosophy of the school regarding Education**

We believe, “Education is a meaningless ritual unless it moulds the character of students and imparts in them strong sense of values”. The School strongly believes in her philosophy that the students have to be developed in all aspects to build a unique nation. Students should grow into responsible and confident global citizens, who know to learn, unlearn and relearn.

- **Student-centered learning:** All our learning activities centre on students. We ensure that students are active participants in the learning process and eventually we mold them to take ownership of the learning. We attempt to attain this by providing a wide range of interconnected learning opportunities that help children discover and develop their strengths.
- **A stress-free environment fosters learning:** We firmly believe that maximum learning happens when the mind is fearless, and therefore, we take utmost care that children feel safe & secure and stress-free in the school. A play-based active learning environment is created by the friendly staff members which enables children to enjoy the enriching learning experiences.
- **Collaborations and team work:** Children learn best when they learn together. A lot of collaborative projects and group projects are given to the students. These projects help in developing the art of organization, taking

initiatives and vital skills like critical thinking, problem solving, etc.

- **The right blend of scholastic and co-scholastic activities ensures holistic development:** The school ensures that the enriching educational curriculum with the blend of co- curricular activities provide the much-needed academic rigor and the opportunities for developing 21<sup>st</sup> century skills in the children.

- Partnering with parents yields better learning outcomes: We firmly believe that parents are the important link between the student teacher and the learning process. We therefore ensure that parents form an integral part of all our educational initiatives.

### **Important Stakeholders**

<b>Sr. No.</b>	<b>Important Stakeholders</b>	<b>Requirement</b>
<b><u>External</u></b>		
1	CBSE	Comply with statutory and regulatory requirements defined from time to time.
2	State Govt.	Comply with statutory and regulatory requirements and Provide them with required data
3	Education Department	Comply with statutory and regulatory requirements defined from time to time.
4	Stakeholders (Students and Parents)	Response to concerns, Proper communication channel
5	External Providers	Clear communication of specification, Payment as agreed, Technological support (if required)
6	Society	To provide good quality education to the children
7	Alumni	To support the institution by sharing their expertise and Knowledge with existing students
8	BSKCT(Trust)	To ensure holistic development of the students
9	Resource person	To provide guidance and assistance on required topics from various fields
10	Media	To provide information about various programs and achievement
11	Other schools in vicinity	Exchange best practices and ideas and create a healthy competition

12 Neighbouring societies Peaceful surrounding

### **Internal**

13 Employee Management support, Healthy and safe work conditions, Staff

14 Management Welfare schemes, Trainings and development  
To ensure quality in all aspects of school functioning

**Staff:** Teaching Staff: **27**  
Administrative Staff: **2**  
Support Staff (House keeping and Security): **8**

**Students:** Total number of students: **469**

## ***2)INFRASTRUCTURE (Academic, Sports and Other activities):***

**Area:** **2Acres**

### **Facilities**

St. Nicholas Public School with state-of-the-art academic campus has been designed to enhance the teaching - learning process. We have ensured that it becomes the second home for our students. The school campus is spread over 2 acres of land in the heart of Garhbeta and Radhanagar

<b>Sr.No.</b>	<b>Facility</b>	<b>Description</b>	<b>No.</b>
1	Classrooms	Well-ventilated rooms with proper ambience for learning	22
2	Comp. Lab	Students are introduced to programming, optional subject for senior secondary	1

3	Science Lab	Provides an open environment for students to experiment and do research work	3
<b>Sr.No.</b>	<b>Facility</b>	<b>Description</b>	<b>No.</b>
5	Language Lab	To involve students to actively participate in language learning exercises and get more practice than otherwise possible in traditional classroom environment	1
6	Maths Lab	Encourages the student to think and assimilate mathematical concepts in a more effective manner.	1
7	Library	Vast collection of books to provide access to a rich array of stories, ideas and information	1
8	AV room	For presentations by staff, students and trainers comprehension and retention	1
9	Activity hall	A vibrant place to provide wings to the thoughts of our students	1
10	Sports room & playgrounds	A wide plethora of indoor and outdoor games. St Nicholas Public School conducts early morning and after school training sessions for students in soccer, Cricket, chess, Volley ball and badminton, Kho kho, Martial Art etc. In recent years school team has bagged many prizes at inter school,	1

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district, State and national level tournaments.

<b>Sr. No.</b>	<b>Facility</b>	<b>Description</b>	<b>N\o.</b>
12	Staff Reading Rooms	The teachers' lounge to provide an ambience for effective planning and self-development	1
13	Assembly ground	A much awaited place by students as each morning brings a new thought, igniting their minds	1
14	Digital Resource Centre	To help staff prepare their own power point presentations and to plan their lessons using "Teach Next" content.	1
15	Clubs	To bring out hidden talents of our children we offer creative, oratorical, dramatics, nature, fine arts, gardening, reading, health and wellness, Brain club, Yoga Club etc.	11
16	Activity rooms	We have yoga, aerobics, dance, art & craft and music room for holistic development of children.	1

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18      Green School      Sustainability is deeply rooted in the school's ecosystem. To promote sustainability and preserve environment, the school has taken energy conservation initiatives like a rain water harvesting, vermi-compost plant, minimum paper consumption etc.

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### **Safetyofthestudents:**

Every corner of the school talks about its unique pedagogy and offers an experience of learning while walking. The school is also known for its safety measures with modern security systems.

### **Some of the safety measures in the School Premises are as follows:**

- A high boundary wall around the school premises.
- A dozen of cameras have been installed in the class rooms, laboratories, office, as well as in the corridor for safety of the students. Cameras have also been installed at the Main Gate and in the Parking Area which covers the entire campus ensuring complete safety for students and staff.
- Detailed inquiry along with police verification of staff background is done before they are appointed.
- Efficient security guards are appointed for patrolling day and night.

## Chapter2: CurriculumPlanninganditsTransaction

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

1. Local needs
2. Syllabus
3. Pedagogy
4. Co-Curricular Activities
5. Monitoring and assessment

The SNPS 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**

- HOD along with the team of teachers must review 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 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 and after recommendation, amendments are to be done which are further reviewed by the Academic Coordinators and finally Validated by the Principal.

- Topic wise split-up along with no of periods/dates for each

**Step3-**  
**Year**  
**Planning**

topic and subtopic is planned in **Teacher's Diary**.

- At least **60% of the annual content** must be taught using Innovative and Constructivist teaching methods. Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment (one for each term to be recorded in the Teacher's Diary in the prescribed format.
- Teachers have to decide the learning objectives for MA, procedure, criteria for assessment and the relevant rubrics for the same.

**Step 4-  
Lesson  
Plan**

- Detailed lesson plan for 07days to be prepared by the teachers in the Teacher's Diary.
- 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 of Art.

Teachers are 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 Coordinators weekly and monthly to the Principal.

**Step5-  
Classroom  
Activity**

- **The record of daily classroom activity, Home Work assigned & follow ups to be recorded in the class log book. The log book should be submitted daily to the Supervisor/Asst Supervisor and monthly to the Principal**

The above flow is shared with all the teachers. Curriculum Blue Prints serve as a base for the entire planning by teachers.

**Step1:** Teachers select books based on the following criteria:

- a. NCF and NCERT Guidelines
- b. Quality/Quantity of the content
- c. Relevance of the content
- d. Approach followed in the book
- e. (Activity based)

**Step2:** Subject Teachers prepare curriculum and blue print which has the following Format:

Topic/Units	No.of periods Required	Learning Outcomes	Suggested Pedagogical Practices	Teaching Aid	Subject Enrichment Activities/Field Trips/Multiple Assessments
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- Sample Curriculum Blue Prints copied in the folder.

- Class wise/subject wise blue print are prepared by the teachers which are reviewed by the HOD and checked by the VP and finally validated by the principal.
- The schedule for the same is prepared and shared with the HODs in the month of January and final validation by the Principal is done latest by March.

**Step 3:** Each teacher is given a diary for writing lesson plans for the classes they teach. The diary contains the following pages:

- a. Year Planning as per CBP (**at least 60%** of the topics are to taught using constructivist approach, inquiry based methods or other new teaching -methods involving students)
- b. Weekly Planning (Period wise /unit wise)
- c. Split up of the syllabus(term-wise)
- d. Planning of the Multiple assessment Subject Enrichment Activities, Field) Trips etc. and other assessments. Some of the fieldtrips are collaborated by more than one subject.
- e. The Teacher's Diary also has
  1. Record of low performers/follow up with them, Improvements etc
  2. Assessment record
  3. List of books read by the teachers

**Step 4:** Teachers have to plan the lessons in Teacher's Diary every fortnightly and submit the same to the VP/Principal. As shared earlier, they need to think of the strategies which are either student centric methods which have constructivist approach or collaborative or inquiry based or activity based or any other created by the teachers.

Lesson plan templates have the following format:

1. Topic
2. Learning objectives
3. Presentation of the lesson
4. Involvement of students
5. Recapitulations/reflections
6. Assignments/HW/questions for extended learning
7. Reflection by the teacher whether learning outcomes met or not

**The various teaching strategies used are as follows:**

1. Roleplays
2. Integrated Learning
3. Collaborative methods
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Flip classes
8. Teaching through e-content
9. Collaboration with "Mind spark" for better Math Learning
10. Presentations

## 11. Field Trips

## 12. Exchange Programmes

**Step 5** Teachers carry out the teaching learning process in the class as per their lesson plan. Regular class observations, feedback and assessments are done throughout the year. Class log books are also maintained. The appropriate committees are made to have control on the transaction and effective implementation of the plan. Work instructions are communicated clearly to the class teachers and subject teachers for uniformity and effective implementation. The relevant plans are attached with this document. The well -defined risk calculation and mitigation plans are prepared in case of issues.

## Chapter3: Holistic Learning

1) **Inter house activities:** These competitions are held to encourage healthy competition among students and to enhance various skills of them. These internal activities provide a learning platform to the students where they can participate without fear.

Inter House Competitions help to enhance the all-round potential of the students. Experiences and appreciation gained through these activities assist students to face the competitive world in a better way. It gives opportunity to the students to showcase their inherent talent and the spirit to develop healthy competition. The students from std1<sup>st</sup> to 10<sup>th</sup> are divided into three

Groups and 8 different competitions from literary, cultural and sports.

School's website [www.stnicholasgarhbeta.co.in](http://www.stnicholasgarhbeta.co.in) can be visited for the annual calendar.

Subject	Activity (as per age group)	Objective	Skill	Age/group Classes I to X
English	Spell Bee, Quiz on Literature, Handwriting, Recitation, News Reading, Story Telling, English Debate, English Extempore (as per age group)	To enhance their vocabulary, spellings, to understand and appreciate poem, presence of mind, knowledge on particular topic, to engage mind and Heart of students	To develop language skills, lateral thinking, confidence, communication skills, use poetic devices, positive attitude, curiosity	from 6 years to 15years (Classes I to X)
Hindi	Shabdh Antakshari, Bhumika Nirvah, Vidyapan Lekhan, Dohavali, Aashu Bhashan	To enhance their vocabulary, creativity, speech with better accuracy	To develop Hindi language skills, communication skills, creative skills, use of Poetic devices	from 6 years to 15 years
Bengali	Hastaakshar Spardha, Vakrutva Spardha, Nibandh Lekhan	To enhance their handwriting, vocabulary and to present their thoughts in an accurate manner	To develop their writing skills, communication skills and presentation skills.	from 6 years to 15years

Maths	Decoding Message Snakes & Ladders, House on Fractions, Math Quiz	To enhance their knowledge, to comprehend text, to improvemental maths, to understand numbers and mathematical action	To develop their cognitive thinking, lateral and logical thinking, problem solving and Application of maths in real life.	from 6 years to 15 years
Quiz	States and cities of India, Indian Festivals and Culture, Types of diseases, causes and their prevention, Flora and Fauna of India, Space Research, Current Affairs	To enhance their knowledge about different topics related to general knowledge.	To develop their confidence, making them aware of the happenings around, to develop interest in various areas, cognitive and lateral thinking	from 6 years to 15 years
Art	Clouds & Rainbows, My favourite Animal, Design on a shopping bag, Sports card design	To enhance their drawings, imagination and colouring	To develop their creative skills, artistic skills and emotional skills	from 6 years to 15 years
Craft	Shoe Decoration, Rakhee Making, Vegetable Prints, Folder-Making, Glass Painting	To enhance their creativity using different objects and to make best Out of waste.	To develop creative skills and artistic skills	from 6 years to 15 years

Music	Songs on values, Folk Songs	To enhance their understanding for different types of songs, music, rhythm	To develop their emotional skills, confidence, memory, accuracy	from 6 years to 15 years
Dance	Folk dance, Western Dance with Prop, Contemporary	To enhance their understanding for different types of dances, to remove stage fear and to face public without hesitation.	To develop confidence, accuracy and emotional skills	from 6 years to 15 years

## 2) Special Events:

Month	Events	Objectives	Skills
September	<p>Creativity Conclave</p> <p>By Mr Parnab Mukherjee</p> <ol style="list-style-type: none"> <li>1. Multi-format Debate</li> <li>2. Art Installation &amp; Creative writing</li> <li>3. Quiz</li> </ol>	<p>To enhance thinking and Reasoning skills of students, to understand the importance of team work, art, creativity and leadership quality, the spirit of healthy competition among the students of various schools and sharing of ideas.</p>	<p>Debating skills, communication skills, lateral, critical and rational thinking, creative and motor skills and leadership skills.</p>
October	<p>Class Presentations</p> <p>(Every child from classes I to V participates in the presentations made class-wise to the parents for five consecutive days)</p>	<p>To enhance their hidden talents, personality development, public speaking, communication skills, time management, teamwork and respect for others. Each and every child gets the opportunity to perform in at least one event</p>	<p>To develop team building, emotional skills, personality development, public speaking, confidence and communication skills and also learns the skills of performing arts.</p>
November	<p>School Exhibition of the work done by the students in various subjects like English, Hindi, Math, Social Science, Art/Craft, Music having projects, ppt, models and research</p> <p>Project analysis)</p>	<p>To enhance practical experience by learning and doing, to explore and design scientific model, to build up confidence, to encourage creative and innovative ideas and to enhance their subject knowledge.</p>	<p>To develop confidence, creativity, language and communication skills, thinking and problem-solving skills, intellectual skills and collaborative learning skills.</p>
December	<p>Sports Day</p>	<p>To understand the Importance of fair play,</p>	<p>To develop leadership quality,</p>

sportsmanship, teamwork,  
Respect for others, health  
competition

sportsmanship,  
responsibility,  
Handling pressure  
And time  
management, to  
Master in their  
Favourite game and  
Can take it as career  
goals.

December Annual Day  (Theme wise cultural programmes)	appreciate students' curricular & Co curricular achievements & to enhance their team work, hidden potential, respect for one another.	To develop team Building skills, Motor skills, personality development, public speaking skills, communication skills and critical thinking	Years to 15 years
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### 3) Functions and Festivals of School:

EVENTS	DATE/ PROPOSED DATE	AGE GROUP/ CATEGORY	OBJECTIVES	SKILL DEVELOPED IN STUDENTS
<b>INVESTITURE CEREMONY</b>	8.04.24	13 TO 15 YEARS	To build reliance, develop leadership and confidence in students	Leadership quality, decision making, self-discipline and organising events.
<b>GRADUATION DAY</b>	19.04.23	Manatangi ni House	To celebrate their first achievement in life	To create value, courage, school bonding, and self confidence
<b>EARTH DAY</b>	22.04.24	Shiromoni House	To instill the love for nature and earth	To create awareness about nature, our responsibility towards the blue planet, importance of nature conservation

<b>RABINDR A JAYANTI</b>	<b>07.05.24</b>	Vidyasagar House	To instill the Bengali culture, defining one's root and to celebrate Tagore's creations	To teach children about the elixir in Bengali literature, Tagore's life and works
<b>INDEPENDENCE DAY</b>	15.8.24	Whole school	To celebrate freedom and value it.	To develop patriotism & responsibility towards society and nation.
<b>RAKSHA BANDHAN</b>	<b>19.08.24</b>	<b>Matangini House</b>	<b>To create bond with people and nature</b>	<b>To instill the history of Raksha Bandhan, cultural significance, precious bond</b>
<b>TEACHERSDAY/JAN MASHTAMI</b>	5.9.24	Whole school	To celebrate the engrossment and Accomplishment of teachers.	To develop organizing skills, confidence, responsibility, and career-oriented skills.
<b>GANDHI JAYANTI</b>	2.10.23	<b>Matangini House</b>	To teach the life and work of Bapu Ji	To create awareness about Gandhi's contribution to Indian Freedom Movement, his ideology about truth and honesty and his vision of rural development
<b>DURGA PUJA CELEBRATION</b>	<b>08.10.24</b>	<b>Rani Shiromoni House</b>	To teach students the value of Durga Puja, cultural significance	To celebrate Bengali culture, the value of wining of good over evil
<b>KALI PUJA &amp; ANTI CRACKER RALLY</b>	<b>30.10.24</b>	<b>Kshudiram House</b>	To teach the history of Kali Puja in Bengal, to create them aware about green and safe Diwali	To celebrate the win of good over evil, create awareness about eco-friendly Diwali and animal safety during Diwali celebrations

<b>CHILDREN'S DAY</b>	<b>14.11.23</b>	<b>All teachers</b>		
<b>CHRISTMAS CELEBRATION &amp; ANNUAL DAY</b>	24.12.23	Whole School	To know about glory and sacrifices of Jesus Christ & to celebrate the creativity and aesthetics of the students through performances like dance, song, drama etc	To develop respect for all religion, to spread love and happiness, Caring & sharing.
<b>BIBEK JAYANTI</b>	<b>11.01.24</b>	Matangini House	To discover Vivekananda's freedom fighter and social reformer	To develop the values of Vivekananda in the young learners
<b>NETAJI JAYANTI</b>	<b>22.01.24</b>	Shiromoni House	To know about the life and work of Netaji as freedom fighter and his sacrifice for the freedom of our country	To instill patriotism and love for country and to engage the students in a productive activity nurture positive attribute
<b>REPUBLIC DAY</b>	26.01.24	Whole School	To develop patriotic fervor	To develop awareness of constitutional rights, equality, brotherhood, patriotism and Contribution towards society.

#### **4) To celebrate the importance of Subjects and specific Days**

The school celebrates language days and week for each of their three languages taught in school: English, Hindi and Bengali to promote multilingualism and cultural diversity to students and to enhance language proficiency and communication skills. Other than languages school also celebrates Maths and Science week to enhance their understanding for numbers, computation and science and also its application in their real life.

<b>Month</b>	<b>Subjects</b>	<b>Objective</b>	<b>Skills</b>	<b>Age Group</b>
September	Hindi	To enhance language and communication skills	Reading, writing, presentation and communication skills	From 6 years to 15 years.
November	English	To enhance language and communication skills	Reading, writing, presentation and communication skills	From 6 years to 15 years
February	Bengali	To enhance language and communication skills	Reading, writing, presentation and communication skills	From 6 years to 15 years
December	Maths	To enhance children's understanding for numbers, problem solving, Computation and	Thinking and reasoning skills, problem solving skills and application	From 6 years to 15 years
		application		
February	Science	To understand science and its application in real life	cognitive thinking, lateral thinking, reasoning, problem solving and its application	From 6 years to 15 years

### 5) Social Outreach Programs:

<b>Month</b>	<b>Activity</b>	<b>Objective</b>	<b>Skill</b>	<b>AgeGroup</b>
Ongoing throughout the year.	Each one to teach one	To sensitize the students toward the importance of education for everybody	Empathy and giving back to the society.	From 11years to 15years
Students Ambassador Programme	Ambassador students teach and discuss on various topics of the school in the classroom	To sensitize on sharing the knowledge and promoting peer learning	Knowledge sharing, capacity building of the students	From 10 to 15 years

October	Joy of giving (Children serve food to all the supporting staff and express Thanks)	To spread the message of humanity and love	Empathy and giving back to the society From 4 years to 15 years
Ongoing throughout the year	IAS Junior For the children across Std 6 to Std 10	To channelize the students in proper direction so as to create awareness about their appropriate career path	To make the students ambitious and goal oriented from 11 to 15 years from childhood

**To enhance Life Skills and Creative Skills & value-based learning**

**SEWA PROJECT --**

EVENT	DATE/ MONTH	AGE GROU P	OBJECTIVES	SKILLS
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Anti Craker Rally	Before Diwali	6 years to 15 years	To carry inspiring placards to spread awareness about pollution free and green Diwali	To instill responsibility among students about nature
Dignity of labour {community helpers}	In the month of May	12 to 14 years	<ol style="list-style-type: none"> <li>1. To understand the problems faced by various community helpers</li> <li>2. To admire their contribution towards the society</li> <li>3. To know our responsibility towards the society</li> </ol>	<ol style="list-style-type: none"> <li>1. Our Selfless Contribution towards society</li> <li>2. Develop thinking ability by bringing new methods in improving their working</li> <li>3. Develop non discriminating ability</li> </ol>
Helping school authorities in Arranging maintaining school discipline through “HOUSE ON DUTY” initiative	April to March	11-14 years	<ol style="list-style-type: none"> <li>1. To bring out the creativeness within students for accomplishment of this Project</li> <li>2. To develop selfless motive</li> <li>3. To create a sense of self involvement in School’s activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-belief</li> <li>2. Self-Initiative</li> <li>3. Creativity</li> <li>4. Development of kinesthetic – motor skill</li> <li>5. Teamwork</li> <li>6. Self Confidence</li> </ol>

## 7. ART AND CRAFT

To develop interest in various creative options in Visual Art, the school invites well known artists in the field and motivate children to know more about the particular art form.

EVENT	OBJECTIVES	SKILL	AGEGROUP
Charcoal Demonstration 19 <sup>th</sup> April '24	Introduction of new medium-charcoal & use in tonal values for portrait-making	Develop observation skill & learn drawing techniques	Std. VII
Calligraphy Demonstration 22 <sup>nd</sup> June '24	Make the students aware with various mediums of writing & aesthetical growth Of writing letters	Develop skill of beautiful handwriting	Primary Section
Landscape Demonstration 19 <sup>th</sup> July '24	Observation from nature to be developed & introduction of handling of medium (watercolors)	Develop colour application skill with water colours	Std. VII
Abstract Painting Demonstration 16 <sup>th</sup> August '24	Introduce way of painting by thinking in abstract manner	Develop a new way of perceiving the paintings	Std. IX
Cartoon Demonstration 20 <sup>th</sup> September	Develop a creative approach towards the field of cartooning	Develop keen observation of characters and facial expressions with a	Std. VI

		Creative approach	
Sculpture Demonstration October'24	Introduction of medium – clay for preparing 3D portrait	Ability to handle a new medium: Clay. Develop the understanding of Creating a 3D model	Std. VIII
Craft Workshop October'24	Introduce a new career option	Understand the technical process of animation	Std. IX
Visual Art lecture November'24	Information about Art as a career option and various aspects of Art	Understand the meaning of Visual art, Visual art as career options	Std. VIII to X Selected group of students
Portrait painting Demonstration December'24	To know the method of portrait painting	Develop an Understanding of depicting through observation and creating character resemblance.	Std. VIII to X Selected group of students
Recreation of famous artist's (Vincent Vangogh) work on the canvas January'25	Understand the Aesthetical value of paintings done by the famous artist in the visual field.	Develop observation of colour schemes & textures used by the artist	Fine Art Club students
Participation in School Exhibition As per the scheduled Exhibition date	Build self-confidence & competitive spirit	Develop sense of colour combination & composition. Develop the skill of spontaneous decision making.	Std. I to X

To give a platform to display children's work

To create beautiful Work of Art

Std. I to X

**Plan for conducting Life Skills Activities**

Activity/Event	Month	Age Group	Objectives	Skills developed
Pass the ball game	June	6yrs	Introducing self and Knowing others	Listening and communication skills
Role Play and Discussion		7-8yrs	Concern towards others- Courtesy	Empathy and care
Story reading and debate on boundaries and rules And its importance		9-10yrs	Discipline & Self-control	Managing emotions and behaviour
Imagining self and introspecting		11yrs	Introspection	Self-awareness
Brainstorming		12yrs	Knowing oneself	Respecting self and others
Situational case discussions		13yrs	Caring	Sensitive towards self and others
Story time with videos on Importance of cleanliness	July	6yrs	Hygiene towards self	Cleanliness
Picture based discussion Story time		7yrs	Introduction of positive thinking and its effects in long run	Positive Thinking
(Real life incident) Story time Picture discussion		8yrs	Learning from mistakes	Reflecting from our mistakes and moving ahead in life with confidence
Roleplay Activity that reflects Different polite gestures		9yrs	Being sensitive towards others	Politeness Communication skills
Activity and discussion based on the quote by M.K. Gandhi		10yrs	Self-respect	Coping with negative self-image

Think and do-Picture discussion crossword		11yrs	Self-discipline	Creating boundaries for self
Class debate on-Spirit of enquiry can sometimes be dangerous		12yrs	Spirit of enquiry	Creative thinking skills
Classroom presentation on the Objective		13yrs	Time management	Managing and prioritizing things
Class room discussion		14-15yrs	To sensitize towards society	Responsibility and accountability
Video on Swach Bharat Discussion on ways to keep The surroundings clean	August	6yrs	Environment Cleanliness	Being sensitive towards environment
Picture discussion Crossword Students came up with their sharing how they are kind towards others		7yrs	Kindness	Sensitivity towards all living beings
Brainstorming		8yrs	Loving nature	Taking care and being more Sensitive towards nature
Book activity on daily Activities and time taken for the same		9yrs	Punctuality	Valuing time
Cause and effect of global warming and nature Discussion on overcoming those (age-appropriate discussion was taken) Roleplay		10to 13yrs	Respect for the environment	Being sensitive towards environment
Story time with examples		6yrs	Being respectful	Being polite/kind towards self and others
Discussion on different emotions Candle colouring		7yrs	Forgiveness	Able to manage anger and letting go the negative feelings.

activity of different feelings				
Think and do for the things we can share and discussion on why we can share those things and how It feels after sharing things.	September	8yrs	Sharing	Ability to share things and emotions and also care towards others
Think and do- 5 different situations faced and how it was dealt with Endurance level test		9yrs	Endurance	Facing the challenges with a positive attitude
Situational analysis		10yrs	Democratic decision making	Decision making skills
Importance of Friendship discussed in all the circumstances Roleplay		11yrs	Friendship	Positive relationship and open communication
Drawing activity on what comes in their mind when they hear the word 'love' Class discussion on the need of loving or accepting everyone irrespective of their caste/gender/race		12yrs	Universal Love	Acceptance of others irrespective of third race/gender/religion
Brain storming on the topic of equalities and Inequalities Class discussion		13yrs	Acceptance of others	To develop bonds, empathy and responsibilities towards others
Circle time with situational discussion Reading and understanding			6yrs	Helping others

Story time and discussion Think and do-Draw arrows to find things those are true or false Roleplay	October	7-8yrs	Truthfulness/Faithful	Being honest
Think and do-Discussion on the quote by Rabindranath Tagore		9-10	Taking Initiative	Being proactive Being self-reliant
Importance of being honest – class discussion Video on the objective		11yrs	Honesty	Being Truthful
Situational discussion Crossword		12yrs	Tolerance	Being patience in all the situations
Class discussion and Brainstorming		13-15yrs	Gender sensitivity Introduction	Awareness about both the Gender roles
Poem reading and understanding Balloon activity	November	6-10yrs	To understand both boys and girls are created alike	Being sensitive towards both the genders
Brain storm on the roles of different genders		11-13yrs	To understand and explore similarities and differences Between the genders	Getting aware of the gender roles irrespective of their Biological differences
Story discussion Poster making	December	6-10yrs	To explore the meaning of respect and its importance In our lives	Respecting everyone for who they are
Brainstorming Situational discussion		11-13yrs	To help and respect each other despite of basic Gender differences	Working together in harmony`
Situational discussion in which they were honest And how they felt.		6yrs	To develop a habit of telling the truth	Honesty

Story Reading and discussion Discussion-Right things to do in different situations	January	7yrs	Learning to live together in harmony	Being Polite towards others while communicating with them
Maze activity Workout-sorting different type of human quality as Per virtue and vice		8yrs	To learn the difference between Good and Bad	Decision making skills and responsibility
Picture discussion Reading and understanding- Story of a Braveboy		9yrs	To make the students face the difficult situations	Being brave and courageous
Situational discussion Brainstorming- What all does the word 'others' Comes to your mind		10yrs	Consideration for others	Empathy and care
Think and do-Speech bubble Story reading and discussion for understanding		11yrs	To be sensitive towards the needs of others	Kindness, generosity, care
Debate- Duties can sometimes be a big burden Think and do- Picture discussion		12-13yrs	Learning to have a sense of responsibility in whatever we do	Being responsible and sensitive towards the consequences
Story reading and class discussion Situational Case discussions		6-7yrs	To learn unity is a bond that gives strength	Being cooperative
Class discussion on the importance of being sincere Think and do-Picture talk	February	8-9yrs	To become sincere and responsible towards the work given to you	Sincerity, dutiful towards work

Picture talk-Giving suitable caption for picture Class debate-Globalization has helped promote unity Of humankind		10-11yrs	Being equal	Learning to respect each other irrespective of their caste/gender/religion etc.
Talking about leaders and their hardships Discussion-Qualities of a Good leader		12-13yrs	Learning to lead	Confidence, self-motivation and leadership
Picture talk-Identifying the picture of the National leaders and discussion of their struggle for the Nation Quiz time-Theme-My Country India	March	6-10yrs	Learning to appreciate our Country	Respect towards our country
Think and do-What all does the word 'Caste, Difference 'stand for?		11-13yrs	Enabling them to live in Harmony	Acceptance and kindness

### Value Based Learning:

Activity/Events	Month	Age group	Objective	Skills developed
Talk on emoji's and Roleplay	June	6-10yrs	Importance of feeling good	Self-esteem and Managing emotions
Reflection of self, based on day to day experience		11-14yrs	To know one's self worth	Self-awareness
Video and workshop	July	6-10yrs	To understand safe And unsafe touches	Alertness and assertiveness

Role-play and discussion		11-13yrs	Knowing your physical and personal boundaries	Alertness and assertiveness
Role-play based on class room situations	August	6-8yrs	Learning to appreciate Each other's Capabilities and talent	Listening skills and respecting everyone
PPT by students		9-12yrs	Importance of self-study	Self-responsibility And Hard work
Workshop and class discussion		13-15yrs	Learning to manage	Self-efficiency
			Different obstacles in life	
Class discussion- As per age and incident in class to be taken to show how outcome could be changed if we learn to understand each Other with role play	September	6-10yrs	Developing a sense of understanding of each other in a given situation	Adjusting and compromising
Workshop and class discussion (Student Ambassador Programme)	Throughout the Year	10-15yrs	Learning to prioritize time with all the Things in life	Commitment and consistency
Role play and video on value education	Throughout the year	6-10yrs	Understanding to change a situation by changing one's own behaviour rather than trying to change someone	Positive attitude towards others

			else's behaviour.	
Creating Posters Role Play Video		11-13yrs	Understanding The skills that will help reduce the frequency of being a teasing target.	Open mindedness
Workshop		14-15yrs	Mental Health awareness	Open mindedness
Introduction of the concept with class discussion Pledge Drawing activity- what feeling Comes when you are teased?	November	6-10yrs	Importance of being sensitive to others	Kindness
Activity- Bullying- poster making Pledge Drawing activity- what feeling comes when you are teased?		9-13yrs	To create a positive learning environment without being judged	Empathy
Activity- making thank you		6-10yrs	To develop a sense of gratitude towards	Compassion and empathy

cards for students and teachers And anyone who you			Family and society	
Want to thank for their service	December			
Class discussion with brainstorming Activity : My response to conflicts in different situations- positive/negative		11-13yrs	To understand and explore the reasons behind conflicts	Problem solving and effective communication
Illustrating Emotions – Have students choose one emotion (or draw one out of a hat) and make a collage of faces cut from magazines depicting that emotion. Role Play	January	6-7yrs	Identify emotions behind the expressions of others.	Empathy Efficiency
Getting to know you classmates Class Portrait		8-10yrs	Explore one's own qualities and interests Share with others to discover each other's' unique qualities and similarities.	Sharing
Workshop		11-13yrs	Knowing physiological And psychological	Awareness of self- growth

			changes	
Blow Down the House Scenes Exploring Intention	February	6-10yrs	To understand that there can be many different Perspectives regarding any given situation.	Tolerance

**6) Participation in Interschool Competitions:**

Interschool competition provides an opportunity to children, where they not only share their learning experiences but also enhance their communication and interpersonal skills. The school provides excellent opportunities to the students to take part in quality interschool competitions like Debate, Elocutions, Quizes and Exhibition etc. A right kind of exposure with proper motivation to the students opens up umpteen ventures to explore and learn.

It offers a chance for participants to gain substantial experience, showcase skills, analyse and evaluate outcome and uncover personal aptitude. It also encourage students to adapt innovative techniques and develop their ideas and creative skills.

**7) Assembly Events:**

We at ST. NICHOLAS PUBLIC SCHOOL Conduct morning assembly with different events having student-oriented objectives and keeping in mind to develop their skills and involving different

age groups as follows. During rainy season we conduct assembly in corridors and during other season from Oct to April we have assembly on assembly ground.

### Assembly Programme

<b>EVENTS</b>	<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>AGE GROUP</b>
Prayer (Every day)	To start a day with positive vibes and peace of mind	Developing singing skills together	1 to 10 <sup>th</sup> std. 6yrs to 15yrs
Assembly quiz for all classes	General knowledge	Developing memory	1 to 10 <sup>th</sup> std. 8yrs to 15yrs
Thought presentation	Teamwork	Team building and capacity To work together of students	3 <sup>rd</sup> to 10 <sup>th</sup> std. 8yrs to 15yrs
Thought Explanation by Teachers	To teach good values through speech	Team building and capacity to work together	All Teachers House wise
chanting shloka, birthday celebrations and yoga meditation	Spiritual and	Improving spirituality and peace of mind	1 to 10 <sup>th</sup> std. 6 yrs to 15yrs
Announcements	To make aware about daily activities like competitions, exams, tests	Updating current information about activities	Principal & Coordinators
Pledge (Everyday)	Patriotism, brotherhood.	Developing leadership,	1 to 10 <sup>th</sup> std. 6 yrs to 15yrs
National Anthem (every day)	Patriotism	Developing respect towards nation	1 to 10 <sup>th</sup> std. 6 yrs to 15yrs
Friday Assembly (Bengali & Hindi Assembly)	Instill the value of roots and culture of the state	Developing respect towards one's own culture	1 to std 10 <sup>th</sup> 6 yrs to 15 yrs

### **9. Annual Theme:**

We at St. Nicholas Public School believe that Discipline is one of the most essential value an individual must possess to become a responsible citizen. Keeping this in mind, the school has taken up Annual theme for the year 2024-2025 as “**Discipline- the way of life**”. The theme is emphasized and reinforced throughout the year in assemblies, classrooms, curricular and co- curricular activities. In order to teach and instill the importance of discipline in one’s life the school has introduced Discipline Card System to handle various indiscipline

## 10. Competitive Exams:

Sr No.	Event	Date/Month/Proposed date	Age group	Objective	Skills
1.	Olympiad Exam IGKO	4TH October	Std-III onwards	1. To inspire students to build creative confidence through design thinking process. 2. To develop human centred approach in problem solving	1. Divergent thinking 2. Innovation 3. Observation 4. Empathy 5. Ideation 6. Prototyping
2.	Olympiad Exam NSO	3rd December	Std III Onwards	1. To inspire students to build creative confidence through design thinking process. To develop human centred approach in problem solving	Divergent thinking Innovation Observation Empathy Ideation
3	Olympiad Exam IEO	8 <sup>th</sup> November	Std I onwards	To inspire students to build strong sense of English grammar, comprehension and vocabulary	Divergent thinking, innovation, observation, empathy, ideation
4	Olympiad Exam IMO	19 <sup>th</sup> November	Std I onwards	To build strong foundation about mathematics and create the foundation of computation	To build strong foundation about mathematics and create the foundation

					of computati on
5.	<b>Olympiad Exam ISSO</b>	<b>10<sup>th</sup> December</b>	<b>Std III onwar ds</b>	To build concept about social science and build strong foundation about reasoning skill in the respective subject	To make students understand about the different aspects of the subject and latest trend in the examination
6.	SPELL BEE exam	September	5–15 years	<ol style="list-style-type: none"> <li>1. To enhance the language skills for communication.</li> <li>2. To update with new vocabulary words.</li> <li>3. To improve the Grammatical knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening and Thinking</li> <li>2. Visual</li> <li>3. Observation</li> <li>4. Reading and writing</li> </ol>
7.	Mahatma Gandhi Rajbhasa Hindi Pariksha	July	9–15 years	<ol style="list-style-type: none"> <li>1. To inculcate a sense of appreciation of us National leaders</li> <li>2. To know about the life education and contribution Of Mahatma Gandhi</li> </ol>	<ol style="list-style-type: none"> <li>1. National temperament</li> <li>2. Simple living</li> <li>3. High thinking</li> </ol>

8.	Vidyarthi Vigyan Manthan (VVM)	24 <sup>th</sup> November	11–16 years	<p>1. To identify and nurture the bright minds among the student community who are keen on subject Related to science.</p> <p>2. To enhance and develop Scientific temperament.</p>	<p>1. Scientific attitude</p> <p>2. Learning by doing</p> <p>3. Logical thinking</p>
9.	HOMI BHABHA BALVAIDN YANIK EXAMINATION	5 <sup>th</sup> October	11–14 years	<p>1. To encourage students to take interest in science</p> <p>2. To search science talent in students</p> <p>3. To motivate students towards basic sciences.</p> <p>4. To clean the scientific concepts among the students.</p>	<p>1. Logical thinking</p> <p>2. Observation</p> <p>3. Scientific attitude</p>
10.	<b>NATIONAL LEVEL MATHEMATICS OLYMPIAD (NLMO)</b>	<b>18<sup>th</sup> November</b>	<b>6 to 15 years</b>	To create strong foundation about the subject	<p>3. To identify and nurture the bright minds among the student community who are keen on subject Related to science.</p> <p>4. To enhance and develop Scientific temperament.</p>

<b>11.</b>	<b>NATIONAL LEVEL SCIENCE OLYMPIAD (NLSO)</b>	<b>25<sup>TH</sup> November</b>	<b>6 to 15 years</b>	To build concept about social science and build strong foundation about reasoning skill in the respective subject	To create awareness about the subject and create strong foundation about the subject and latest competitive exam pattern
<b>12.</b>	<b>AITSE (ALL INDIA TALENT SEARCH EXAM)</b>	<b>29th November</b>			

### Class Presentations

The purpose of class presentations is to involve every student of primary classes (I to V) in one hour cultural programme with narrations, dances, drama, music and singing. Parents of a particular class are invited to watch this programme by the students of that class. It is made sure that every child performs in one or the other programme as per his/her interest and capability. Care is taken that it is organized with minimum expenses. Parents are asked to either create costumes at home or whatever is already available with them.

### **SCHEDULE FOR CLASS PRESENTATIONS (FOR STD I TO V)**

<b>STD</b>	<b>DATE</b>
<b>III</b>	<b>15.10.2024</b>
<b>I</b>	<b>16.10.2024</b>
<b>II</b>	<b>17.10.2024</b>

<b>IV</b>	<b>22.10.2024</b>
<b>V</b>	<b>23.10.2024</b>

## **Chapter4: Assessments / Evaluations & Training / Development of teachers**

The over view of the assessments in the school is given as follows:

<b><u>CLAS SES</u></b>	<b><u>ASSESSMENT PATTERN</u></b>
Pre- Primar y Sectio n to Std-I	<ol style="list-style-type: none"><li>1) No formal examinations.</li><li>2) Teachers evaluate the students through comprehensive worksheets.</li><li>3) Total six evaluations in a year.</li><li>4) Parents are given regular feed back during Parent-Teachers Meetings.</li></ol>
Std-II to V	<ol style="list-style-type: none"><li>1) No formal examinations.</li><li>2) Weekly tests conducted as per the schedule given in the diary.</li><li>3) Six evaluations conducted every year. 2nd evaluation is based on the entire syllabus of 1st term and 4th evaluation is based on the entire syllabus covered in the 2nd term.</li><li>4) Evaluations are done through comprehensive worksheets based on subject wise criteria.</li></ol>

<p>VI TO VIII</p>	<p><b>TERM I(100MARKS) 1<sup>ST</sup>HALF OF THE SESSION</b></p> <ol style="list-style-type: none"> <li>1. Periodic Test (5marks) with syllabus covered till July end.</li> <li>2. Multiple Assessment(5marks).</li> <li>3. Notes submission(5marks) in1stterm.</li> <li>4. Subject Enrichment activities (5marks) in1stterm.</li> <li>5. Half yearly exams(80marks) based on the syllabus covered in1st term.</li> </ol> <p><b>TERM II (100MARKS)2<sup>ND</sup>HALFOFTHESSESSION</b></p> <ol style="list-style-type: none"> <li>1. Periodic Test (5marks) with syllabus covered after half yearly exam.</li> <li>2. Multiple Assessment (5marks).</li> <li>3. Notes submission (5marks)in2nd term.</li> <li>4. Subject Enrichment activities(5marks) in2nd term.</li> <li>5. Half yearly exams(80marks) based on the syllabus covered as per following details: -</li> </ol> <p>Class VI - 10% of the 1st term syllabus of significant topics + entire syllabus of 2nd term.  Class VII -20% of the1st term syllabus of significant topics + entire syllabus of 2nd term.  ClassVIII-  30%ofthe1sttermsyllabusofsignificanttopics+entiresyllabusof2nd term.</p>				
<p>IX AND X</p>	<p><b>ANNUAL EXAM (80)</b></p>	<p><b>Periodic Tests (5)</b></p>	<p><b>Port folio(5)</b></p>	<p><b>Multiple Assessment (5)</b></p>	<p><b>Subject Enrichment Activities (5)</b></p>

		<p>Written tests conducted in a year with cumulative syllabus for each subject.</p> <p>2. Average of the best two tests are taken for final result.</p>	<p>Criteria for Assessment Organization -</p> <p>Neatness and Visual appeal, Completeness, Evidence of students' growth, Completion of guided work.</p> <p>Major purpose is to encourage children for more participation AND more engagement</p>	<p>Includes Oral tests, field work, discussions, concept maps, etc.</p>	<p>Suggestive activities are conducted by the concerned teachers.</p>
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**Evaluation for classes I to V is done as per the following Criteria to understand the gaps in particular aspect of the subject. Creative evaluation worksheets are used for assessment as per the following criteria:**

**CRITERIA FOR EVALUATIONS FOR CLASSES (I to V)**

<b>Subject-EVS/SCIENCE &amp; Maths</b>			
<b>Subject-Maths</b>			
Sr No	Criteria	Evaluations(points)	
		T1/T3	T2/T4
1.	Concepts Understanding	20	40
2	Computation	10	20
3	Problem Solving	10	20
4	Activity	05	10
5	Tables	05	10
6	HOT questions	05	10
<b>TOTAL</b>		<b>55</b>	<b>110</b>
Sr No	Criteria	Evaluations(points)	
		T1/T3	T2/T4
1.	Concepts Understanding	20	40
2	Applications	10	20
3	Observation/Identification	10	20
4	Activity/project	05	10
5	HOT Questions	05	10
<b>TOTAL</b>		<b>50</b>	<b>110</b>

<b>Subject-English/Hindi/Bengali</b>			
SrNo	Criteria	Evaluations(points)	
		T1/T3	T2/T4
1.	Reading Comprehension	10	20
2	Grammar	10	20
3	Literature	10	20

4	Vocabulary	10	20
5	Spelling	10	20
6	Creative Writing	10	20
<b>TOTAL</b>		<b>60</b>	<b>120</b>
<b>Subject-Social Science</b>			
SrNo	Criteria	Evaluations(points)	
		T1/T3	T2/T4
1.	Knowledge	20	40
2	Understanding of concepts	10	20
3	Applications/Mapwork	10	20
4	Activity/Project	05	10
5	HOT questions	05	10
<b>Total</b>		<b>55</b>	<b>110</b>

**Note-T2/T4-ENTIRETERMPORTIONFORCLASSESIIITOV**

**CRITERIAFOREVALUATI  
ON CLASSES (I & II)**

Subject-MATHS		
Sr No	Criteria	Evaluations (Points)
1	Concepts Understanding	20
2	Computation	10
3	Problem Solving	10
4	Activity /Project	05
5	Multiplication Tables	05
6	HOT questions	05
<b>TOTAL</b>		<b>55</b>
Subject-EVS		
Sr No	Criteria	Evaluations (Points)
1	Concepts Understanding	20
2	Application	10
3	Identification/Observation	10
4	Activity /Project	05

5	HOT Questions	05
TOTAL		50
Subject—Languages		
Sr No	Criteria	Evaluations (Points)
1	Reading/Recitation	10
2	Literature	10
3	Grammar	10
4	Vocabulary	10
5	Spelling	10
6	Creative Writing	10
TOTAL		60

- **For Primary section, only grading system to be followed. No marks to be awarded.**

### **TRAINING AND DEVELOPMENT OF TEACHERS**

- All the staff members undergo need based trainings every year to upgrade themselves. Specialized trainings such as Leadership Development, Total Quality Management trainings including Assessment Practices, Classroom Management, Happy Classroom, Stress Management are conducted by experts from the chosen fields.
- Teachers are encouraged to seek professional partnership through collaborative activities between various schools in the locality. Teachers also establish links with the teacher community globally.
- Teachers are also deputed for various seminars and conferences of academic relevance.
- Teachers are also motivated to participate in various Olympiads and External exams to improve their subject competency.
- Financial assistance and incentives are provided to teachers for up gradation of professional qualification.

## **Process Flow chart**

### **ASSESSMENT OF TRAINING NEEDS**

- Competency matrix is prepared for the staff stating the required/expected skill sets. The gap analysis is done with inputs from the head of departments, supervisors and top management and the measures for improvement is planned and subsequent trainings are scheduled.
- Training needs are also stated by the staff members in their self-appraisal



**Conduction of trainings as per the schedule**



**Preparation of training calendar**



**Finalization of the trainings to be conducted**

## **MEASUREMENT OF EFFECTIVENESS OF THE TRAININGS**

The effectiveness of the training provided is measured through after training assessments, observations, inputs from HODs/immediate seniors and feedback from students/colleagues/Parents.

**Competency mapping:** This mapping includes knowledge test & lesson observation. Immediate feedback, personalized report and appropriate follow up trainings are given to the teachers to help them improve their areas of concern and further hone their strengths.

**Micro Teaching:** This regular practice has enabled faculty development in terms of getting constructive feedback from colleagues and sharing of teaching techniques within the staff members to perk up their teaching skills.

**Peer Observations:** In addition to the class observations done by the Supervisors, Coordinators and HODs, Peer observations are scheduled where a teacher's class is observed by parallel teachers and colleagues of the same department and then provide constructive feedback to the teacher.

**Implementation, Control and monitoring of the Pedagogical Plan:**

1. Observation schedule for lesson observation by Principal, VP, Supervisors
2. Review meeting
3. Various Communication Channels for parents like PTM and Suggestion Box.
4. Lesson Plan submission every weekly.
5. Competency Mapping of teachers.
6. Trainingsessionsareconductedaspertheneedandtoequipteacherswiththenew teaching methods and upcoming trends in technology etc.

*“Pedagogy must be oriented not to the yesterday but to the future of the child’s Development. SNPS is committed to creating leaders and learners”*