

# **ANNUAL PEDAGOGICAL PLAN**

**SESSION 2023-24**

**SCHOOL CODE 66208**

**AFFILIATION NO. 3430012**

**HOLY CROSS SCHOOL**

**BAILIDIH, BOKARO STEEL CITY,  
Jharkhand**

## 1. Information about the school

### Basic

- Name of School : HOLY CROSS SCHOOL
- Address : Balidih, Bokaro Steel City, Jharkhand.
- Phone Number : 06542-253543
- Website : <https://www.holycrossbokaro.com>
- Email Id : hcsbokaro@gmail.com
- Name of the Principal : Sr Kamala Paul
- Email ID : srkamalapaulhc@gmail.com
- School Affiliation no. : 3430012
- School Code : 66208
- Year of affiliation : 1982
- Validity of affiliation : 31<sup>st</sup> March, 2024

**Total number of students** : **Boys** - 1664                      **Girls** - 1274

### Class-wise details

| <b>Student Strength 2023-24</b> |                    |                     |                              |
|---------------------------------|--------------------|---------------------|------------------------------|
| <b>Class</b>                    | <b>No. of Boys</b> | <b>No. of Girls</b> | <b>Total No. of Students</b> |
| Nursery                         | 52                 | 43                  | 95                           |
| LKG                             | 97                 | 79                  | 176                          |
| U.K.G                           | 96                 | 80                  | 176                          |
| I                               | 144                | 76                  | 220                          |
| II                              | 111                | 109                 | 220                          |
| III                             | 109                | 96                  | 205                          |
| IV                              | 120                | 89                  | 209                          |
| V                               | 121                | 99                  | 220                          |
| VI                              | 122                | 98                  | 220                          |
| VII                             | 121                | 99                  | 220                          |
| VIII                            | 129                | 82                  | 211                          |
| IX                              | 119                | 80                  | 199                          |
| X                               | 111                | 90                  | 201                          |
| XI                              | 110                | 71                  | 181                          |
| XII                             | 102                | 83                  | 185                          |
| <b>TOTAL</b>                    |                    |                     | <b>2938</b>                  |

**Board exam results- last three years Year  
of First Batch of Class X 1982-1983  
Year of First Batch of Class XII 1988-1989**

| Year                            | CLASS X |         |         | CLASS XII |         |         |
|---------------------------------|---------|---------|---------|-----------|---------|---------|
|                                 | 2020-21 | 2021-22 | 2022-23 | 2020-21   | 2021-22 | 2022-23 |
| <b>No. of Students appeared</b> | 198     | 187     | 207     | 206       | 211     | 197     |
| <b>No. Passed</b>               | 198     | 185     | 207     | 204       | 208     | 189     |
| <b>Pass %</b>                   | 100%    | 98.93%  | 100%    | 99.03%    | 98.58%  | 95.93%  |
| <b>Fail</b>                     | NIL     | 2       | NIL     | 2         | 3       | 8       |
| <b>90% or above marks</b>       | 62      | 47      | 42      | 47        | 28      | 25      |

**Teachers details**

| Sr. No | Category/ Designation | No.        |
|--------|-----------------------|------------|
| 1      | PGT                   | 18         |
| 2      | TGT                   | 31         |
| 3      | PRT                   | 38         |
| 4      | NTT                   | 14         |
| 5      | Special Educator      | 01         |
| 6      | Counselor             | 01         |
| 7      | Librarian             | 01         |
| 8      | PET                   | 03         |
| 9      | Wellness              | 01         |
|        | <b>TOTAL</b>          | <b>108</b> |

## **Alumni details**

The first batch of Class XII of Holy Cross School Balidih, Bokaro Steel City, Jharkhand passed out in 1989.

## **2. Vision and mission of the School**

### **Vision**

The school's vision is to develop the students in totality, to make him/her a perfect creation of God. Top priority is given to character building on sound moral principles. Boys and Girls leaving the school should be characterized by a sense of responsibility with true development of mind and character. They should show this by being actively concerned about national development in the true spirit of freedom, equality justice and peace.

### **Mission Statement:**

- To form young women and men of character, who will distinguish themselves by their academic and Professional excellence, sound spiritual and moral values with a holistic growth in their intellectual, emotional, physical, aesthetic abilities, spirit of selfless service and leadership qualities.
- To facilitate a nurturing and safe environment that encourages lifelong learning and personal growth
- To enable students to discover their talents & capabilities and achieve their true potential, so that they may reach the highest possible standard in everything they undertake
- To encourage citizenship and responsibility and teach generosity of spirit, so that students become self-disciplined and learn to respect themselves, each other, and the world in general.

## **3. Consultations and discussions held for preparing the annual plan.**

The responsibility for pedagogical planning in the school is undertaken by the Coordinators and the selected teachers under the guidance of the Principal. The Principal demonstrates pedagogical leadership by leading from the front in defining and setting standards of academic instructions, teaching strategies, learning outcomes, methodology of learning and assessment and differentiated teaching-learning. Composition of the Planning committee for the session 2023-24 :-

### **Head**

- a) Principal, Sr Kamala Paul

### **Members**

- a) Pre Primary Coordinators (Nursery - UKG)
- b) Primary Coordinator (Class I - V)
- c) Secondary Coordinator (Class VI-X)
- d) Senior Secondary Coordinator (Class XI-XII)
- e) School Counselor
- f) In Service training Incharge

#### **A Series of meetings held from February to April 2023 in order to -**

- a) To define the objectives for the new sessions in the particular area of Academics, Co scholastic and extracurricular fields. These were done not only area wise but also segment wise, therefore developing a complete matrix for areas of segment and Classes.
- b) Assess the progress of the previous year and identify the shortfalls where they may be, which would form the basis for planning for the next session.
- c) To review ongoing practices for improvement where required in teaching learning, assessment, guidance and counseling, Co curricular support.
- d) To study the curriculum and related manuals/ support material in order to determine the changes brought in and how these would impact the planning for the session.

#### **4. Goals to be achieved- annual and long term**

As an outcome of Section 3 above (Consultations and discussions held for preparing the annual plan), the following goals have been drawn up:

- a) To design a comprehensive program for multiple intelligences that would be aligned to the vision of the school.
- b) To strengthen the guidance and counseling program in the school, to empower children, build up their capacity for self management, as also to guide them academically to assume more responsibility for their own learning especially in the senior Classes.
- c) To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society.
- d) To make a beginning in providing skill subjects to students from Class IX onwards.
- e) Continuous and regular staff/teacher training programs to keep them updated with the current trends in education.
- f) To incorporate the development of 21 Century skills into the teaching learning program and Co scholastic activities and extra curricular pursuits.
- g) To ensure that all facilities required implementing and achieving goals are made available on timely basis.
- h) To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like Artificial Intelligence, STEAM, Design Thinking, Robotics.

The goals, developed on the basis of our vision and mission, are designed to help the school continue in the pursuit of its excellence.

## **5. Culture of the school**

At Holy Cross School we emphasize on creativity, letting children explore, developing thinking and analytical skills, social skills and most importantly expressing and understanding their inner self.

- Well-designed learning programme and value based education aligned with school curriculum and vision of the organisation.
- Learner-centered approach to education; conducive academic environment and progressive outlook.
- Global exposure to students along with career counselling and guidance
- Scientific temper is inculcated in each child through exploration, experimentation, observation and discovery.
- Active participation and consistent achievements in various sporting and skill based competitions.
- Focus on complete personality development. Curriculum caters to Multiple Intelligences, perfectly harmonized to facilitate the child's quest for knowledge,

The school provides every opportunity to help students attain their full potential to evolve as worthy world citizens.

## 6. PERIOD WISE SUBJECT ALLOCATION

| Class/Subject  | Eng | Math | Hindi | GK | Games | Total |
|----------------|-----|------|-------|----|-------|-------|
| Nursery to UKG | 5   | 5    | 5     | 5  | 5     | 25    |

| CLASS/<br>SUBJECT | EN<br>G | MATH | EVS | HINDI | COMP | M.SC.,<br>G.K.,       | DANCE<br>/ART/<br>MUSIC             | GAMES | TOTAL |
|-------------------|---------|------|-----|-------|------|-----------------------|-------------------------------------|-------|-------|
| I and II          | 8       | 8    | 7   | 7     | 3    | MSC<br>-1<br>GK-<br>1 | DAN-<br>0<br>ART-<br>2<br>MUS-<br>1 | 2     | 40    |

| CLASS/<br>SUBJECT | EN<br>G | MAT<br>H | SCI | HINDI                   | COM<br>P | SST | SAN<br>SKIT       | LIB | M.SC.,<br>G.K.,       | DANC<br>E/<br>MUSIC<br>/ART           | GAME<br>S | TOTA<br>L |
|-------------------|---------|----------|-----|-------------------------|----------|-----|-------------------|-----|-----------------------|---------------------------------------|-----------|-----------|
| III to V          | 6       | 6        | 5   | 6<br>(5 for<br>class V) | 3        | 6   | 1 (only<br>for V) | 1   | MSC<br>-1<br>GK-<br>1 | CRAF<br>T-2<br>MUS-<br>1<br>ART-<br>1 | 1         | 40        |

| CLASS/<br>SUBJECT | EN<br>G | MAT<br>H | SCI | SS<br>T | HINDI | COM<br>P | SAN<br>SKRI<br>T | LIB | M.SC./ G.K./    | CRAFT<br>/MUSIC   | GA<br>M<br>ES | TOTAL |
|-------------------|---------|----------|-----|---------|-------|----------|------------------|-----|-----------------|-------------------|---------------|-------|
| VI to VIII        | 5       | 7        | 6   | 5       | 5     | 3        | 3                | 1   | MSC-1<br>G.K.-1 | CRAFT-1<br>MUS -1 | 1             | 40    |

| CLASS/<br>SUBJECT | ENG | M<br>A<br>T<br>H | SCI                                | SST | 2ND<br>LANG | COM<br>P | LIB | DRIL<br>L | M.SC./<br>G.K./ | CRAFT | TOTAL |
|-------------------|-----|------------------|------------------------------------|-----|-------------|----------|-----|-----------|-----------------|-------|-------|
| IX And X          | 5   | 7                | PHY-2<br>CHE-2<br>BIO-3<br>PR. - 2 | 6   | 5           | 3        | 1   | 1         | MSC-1<br>G.K.-1 | 1     | 40    |



| CLASS/<br>SUBJECT                   | ENG | HIST | POL SC | GEO | ECO | MAT/ COM/<br>I.P /HINDI/<br>SKT/P.ED | G.ST. | TOTAL |
|-------------------------------------|-----|------|--------|-----|-----|--------------------------------------|-------|-------|
| XI and<br>XII<br>HUMANI<br>TI<br>ES | 5   | 6    | 6      | 7   | 7   | 8                                    | 1     | 40    |

| CLASS/SUBJ<br>ECT           | EN<br>G | PH<br>Y | CHE<br>M | MATH/BI<br>O | MAT/<br>COM/<br>I.P<br>/HINDI/<br>SKT/<br>P.ED | YOGA<br>DRILL | G. ST. | TOTAL |
|-----------------------------|---------|---------|----------|--------------|--|---------------|--------|-------|
| XI SCI<br>(MATHS)<br>((BIO) | 5       | 8       | 8        | 8            | 8  | 2             | 1      | 40    |
| XII SCI                     | 5       | 8       | 8        | 8            | 8  | 2             | 1      | 40    |

| CLASS/<br>SUBJECT      | EN<br>G | B.<br>S<br>T | ACCOUN<br>TS | ECO | MAT/<br>COM/<br>I.P<br>/HINDI<br>/<br>SKT/P.E<br>D | YOGA DRILL | G. ST. | TOTAL |
|------------------------|---------|--------------|--------------|-----|--|------------|--------|-------|
| XI and XII<br>COMMERCE | 5       | 8            | 9            | 7   | 8  | 2          | 1      | 40    |

## 7. Pedagogical solutions

### Class I

| SUBJECT/SKILL | TEACHING TECHNIQUES   | LEARNING OUTCOMES   |
|---------------|---|---|
| LANGUAGE      | <p>Textbook exercises<br/>           ,Vocabulary training ,Word meanings, Antonyms<br/>           ,Synonyms<br/>           Poem recitation, Rhyming words<br/>           Picture Composition,<br/>           Pronunciation practice,<br/>           Reading aloud, Paragraph writing<br/>           Story telling, Self introduction<br/>           Individual reading,<br/>           Emotion words, Listening and repeating the sound of the animals ,Asking questions and answers related to the lessons or chapters, Role play, Action words, Greetings<br/>           Arrange the words lphabetically and read them aloud, Different means of transport, Verbs (-ing forms),Flowers name Names of the insects ,Listening to the instructions and colouring the different parts of a flower,<br/>           Pronunciation of singular and plural words ( words ending with -ch, -sh, -o,-ss),Word association<br/>           Oral drilling of new or hard words, Using the polite words in everyday life. (Please, may, sorry, etc.),Verb forms<br/>           Listening and Repeating words with "o" (pot, hot etc.)<br/>           Silent reading, Quiz, describing words, animal sounds ,Sentence completion using clues,<br/>           Group discussion, Spelling test</p> | <p>Keeping in view the learning techniques used for teaching, by the ends of the year, children would be able to:</p> <ul style="list-style-type: none"> <li>• Say the words correctly</li> <li>• Tell the meanings</li> <li>• Recite the poem with appropriate pronunciation and expression</li> <li>• Think creatively and frame sentences</li> <li>• Fluent reading</li> <li>• Solve the exercises</li> <li>• Say the opposite words</li> <li>• Introduce themselves</li> <li>• Fluent reading</li> <li>• Form sentence</li> <li>• Express feelings through facial expression</li> <li>• List opposite words and different words with same meaning</li> <li>• Answer the questions on their own understanding</li> <li>• Think creatively and frame sentences</li> <li>• List the rhyming words</li> <li>• Tell the meanings</li> <li>• Show the action words</li> <li>• Think creatively and frame sentences</li> <li>• Use the words with correct pronunciation</li> <li>• Define different means of transport</li> <li>• Use correct form of verbs in the sentence</li> <li>• List the insects</li> <li>• Follow the instructions correctly</li> <li>• Say the words appropriately</li> </ul> |

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|              | <p>Picture comprehension</p>  | <ul style="list-style-type: none"> <li>• Use correct words to complete the passage</li> <li>• Differentiate the colours</li> <li>• Learn and use the new words appropriately</li> <li>• Use polite words in day to day life</li> <li>• Read with correct punctuation pause and expression</li> <li>• Solve the exercises</li> <li>• Think creatively and form sentences</li> <li>• Use adjectives correctly</li> <li>• Recognise the sounds of the animals</li> <li>• Think creatively and frame sentences</li> <li>• Share your thoughts on the topic 'Winter Season'</li> </ul>   |
| <p>MATHS</p> | <p>Counting by grouping method, Usage of visual and images Story telling session to connect situation with the real world, Recognizing different shapes, measuring and ordering different physical quantities, simple maths games and interactive activities, reading clock and calenders, provide various techniques for one concept, drawing maths problem.</p> | <ul style="list-style-type: none"> <li>• Read and write numbers up to 100</li> <li>• Apply the concept of place value to arrange two numbers in ascending and descending order.</li> <li>• Perform addition beyond 100 by using the concept of place value of numbers.</li> <li>• Add the numbers on number line</li> <li>• Addition beyond 100 by using concept of place value of the numbers .</li> <li>• Addition facts in daily life situation</li> <li>• Addition facts in daily life situation</li> <li>• Perform subtraction beyond 100 by using the concept of place value of numbers.</li> <li>• Draw/ cut produce plane shapes using pencil and paper.</li> <li>• Describe plane and solid shapes by analyzing the number of sides and corners in a shapes.</li> <li>• Apply the concept of skip counting and repeated addition to construct</li> </ul> |

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|  |  | <p>multiplication tables in daily life situations.</p> <ul style="list-style-type: none"><li>• Measure the length or distance in meters and centimeters and understand the relationship between them.</li><li>• Compare the light of the different containers using non standardized units.</li><li>• Confirm a particular date and and day by reading a calendar.</li><li>• Reading time on clock using the correct vocabulary like quarter to half past etc.</li><li>• Recognize coins and notes of different denominations .</li><li>• Draw/cut produce plane and solid shapes using pencil and paper or carboard etc</li><li>• Perform multiplication of numbers (1 and 2 digits) by using the concept of place value of numbers.</li><li>• Gather data record in tabular form and answer the question based on it.</li></ul> |
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| <p>E.V.S</p> | <p>Experiment based learning, drawing and pasting pictures, ground discussions which are teacher initiated activities, supporting visual aids, quizzes, puzzles, show and tell and JAM session, dramatization</p> | <ul style="list-style-type: none"> <li>• Self – identification</li> <li>• Awareness about themselves</li> <li>• Identify various body parts and functions of sense organs</li> <li>• Acquire knowledge to keep their body clean</li> <li>• Identify the different relations between family members</li> <li>• Appreciate the involvement of family members in a joint family</li> <li>• Understand the importance of a family</li> <li>• Inculcate value, manners, observed/ taught by their family members</li> <li>• Compare between a nuclear and a joint family</li> <li>• Understand about neighbourhood and neighbours</li> <li>• Awareness about neighbourhood</li> <li>• Maintain relation with friends</li> <li>• Gather information about their own neighbourhood and share about in the class</li> <li>• To identify healthy and unhealthy food items, good eating habits</li> <li>• Avoid eating junk food</li> <li>• Explain about meals of the day</li> <li>• Understand the importance of house, parts of a house, rooms in a house, types of houses</li> <li>• Describe different rooms and common household objects</li> <li>• Importance of different types of clothes</li> <li>• Types of clothes used for different occasions</li> <li>• Identify the work of people by seeing their uniform</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• Identify the uses of water, sources of water</li><li>• Different ways to save the water</li><li>• Awareness about cleanliness</li><li>• Make them aware about cleanliness of house and surroundings</li><li>• Use of eco – friendly things instead of plastic items</li><li>• Awareness about safety habits at home, on the road and while swimming</li><li>• Importance of first-aid box</li><li>• Identify the various parts of plants, types of plants</li><li>• Friendly with nature to save environment</li><li>• Uses of various plants</li><li>• Differentiate between climbers and creepers, shrubs and herbs</li><li>• Describe various kinds of animals</li><li>• Caring of animals</li><li>• Characteristics of animals by features</li><li>• Categorize different types of animals</li><li>• Awareness about wild animals</li><li>• Save environment</li><li>• Describe characteristics of inner and outer planet</li><li>• Determine the unique qualities of earth</li></ul> |
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**Class II**

| SUBJECT/SKILL | TEACHING TECHNIQUES   | LEARNING OUTCOMES   |
|---------------|---|---|
| LANGUAGE      | <p>Textbook exercises<br/>           ,Vocabulary training ,Word meanings, Antonyms<br/>           ,Synonyms, Homophones<br/>           Poem recitation, Rhyming words, movement words<br/>           Picture Composition,<br/>           Pronunciation practice,<br/>           Reading aloud, Paragraph writing , post listening specific information<br/>           Story telling, Self introduction, use of has /have, regular/irregular verbs, compound words,<br/>           Individual reading, Emotion words, listening, asking questions and answers related to the lessons or chapters, role play,Action ,attributive and predicative adjectives, words, greetings<br/>           arrange the words alphabetically and read them aloud, , -ly , -‘ful’ words, ‘wh’ questions , ,Listening to the instructions and colouring the different parts of a, imaginary situation<br/>           ,word association<br/>           ,using the polite words in everyday life. (Please, may, sorry, etc.),verb forms<br/>           silent reading, Quiz, describing, Sentence completion using clues, Group discussion, Spelling test<br/>           Picture comprehension</p> | <p>Keeping in view the learning techniques used for teaching, by the ends of the year, children would be able to:</p> <ul style="list-style-type: none"> <li>• Recite the poem with expression</li> <li>• Fluent in reading</li> <li>• Frame sentences</li> <li>• Express ability and inability</li> <li>• Sequence the events</li> <li>• Collect opposite words</li> <li>• Identify verbs</li> <li>• Express likes and dislikes</li> <li>• Creative writing</li> <li>• Differentiate genders</li> <li>• List out same sound words</li> <li>• Framing sentences</li> <li>• Differentiate regular / irregular verbs</li> <li>• Finds answers</li> <li>• Reasoning / following instructions</li> <li>• Make a list of compound words</li> <li>• Differentiate attributive and predicative adjectives</li> <li>• Dramatise story through role play</li> <li>• Demonstrate movement words</li> <li>• Collect -ly words</li> <li>• Develop foundation skill of asking and answering question</li> <li>• Recognize same sound words with different meanings and spellings</li> <li>• Illustrate and demonstrate action words</li> <li>• Sequencing imaginary situation through pictures</li> <li>• Listening words with ‘ful’</li> <li>• Frame question / interrogative sentences with wh – question words</li> <li>• Act in accordance with polite words</li> <li>• Spell difficult words</li> </ul> |

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| <p>MATHS</p> | <p>Counting by grouping method,<br/>Usage of visual and images<br/>Story telling session to connect situation with the real world,<br/>Recognizing different shapes, measuring and ordering different physical quantities, simple maths games and interactive activities, reading clock and calendars, provide various techniques for one concept, drawing maths problem, interpreting data</p> | <ul style="list-style-type: none"> <li>• Read and write numbers up to 200 using the place value system.</li> <li>• Apply the concept of place value to arrange three numbers in ascending and descending order.</li> <li>• Perform addition beyond 1000 by using the concept of place value of numbers.</li> <li>• Apply the concept of skip counting and repeated addition to construct multiplication tables in daily life situations</li> <li>• Perform subtraction beyond 1000 by using the concept of place value of numbers.</li> <li>• Solve subtraction facts upto 3 – digit numbers both in writing and mentally.</li> <li>• Draw /cut / produce plane shapes using pencil and paper/ cardboard etc.</li> <li>• Describe plane and solid shapes by analyzing the number of sides and corners in a shape.</li> <li>• Read and write numbers up to 1000 using the place value system.</li> <li>• Apply the concept of place value to arrange three numbers in ascending and descending order.</li> <li>• Solve addition and subtraction facts up to 3-digit numbers both in writing and mentally.</li> <li>• Understand</li> <li>• the story sums and solve it accordingly.</li> <li>• Perform multiplication of numbers (2 digit and 3 digit ) by using the concept of place value of numbers.</li> <li>• Understand the story sums and use the tables to solve it accordingly</li> <li>• Measure the length or distance in meters and</li> </ul> |
|--------------|---|---|



centimetres and understand the relationship between them.

- Compare the capacity of different containers using non – standardized units.
- Divide a number by another number using various relatable methods like equal distribution.
- Conclude that division is distribution of object or a number in equal parts.
- Gather data , record in tabular form and answer the questions based on it.
- Recognize pattern in numbers or shapes to complete the series.
- Recognise coins and notes of different denominations
- Solve addition and subtraction of money both in writing and mentally
- Confirm a particular date and day by reading a calendar.

Read time on clock using the correct vocabulary like quarter past , quarter to , half past etc

- Recognize pattern in numbers.
- Recognize pattern in shapes to complete the series.

E.V.S

Experiment based learning, drawing and pasting pictures, group discussions which are teacher initiated activities, supporting visual aids, quizzes, puzzles, show and tell and JAM session, dramatization, role play

- Identify relation
- Define parents and grandparents
- Recognize sense organs and their functions
- Observe changes
- Listing changes between a baby and a grown up
- Name baby animals
- Differentiate indoor and outdoor games
- Illustrate benefits of games
- Recognize individual and team game
- Explain importance of rules in games
- Identify resources of water
- List out importance of water
- Differentiate kutcha and pucca house
- Catalogue materials used for kutcha and pucca house
- the basis of seasons
- Enlist different sources of fibres
- Identify national festivals
- Explain the importance of national festivals
- the basis of seasons
- Enlist different sources of fibres
- Identify national festivals
- Explain the importance of national festivals
- Inculcate good habits
- Express ways to be healthy and fit
- Demonstrate safety rules
- Describe importance of safety rules
- Identify various parts of plants
- Describe different parts of plants as food
- Differentiate farm and wild animals
- Identify domestic

**Class III to V****Class III**

| SUBJECT/SKILL | TEACHING TECHNIQUES  | LEARNING OUTCOMES  |
|---------------|--|--|
| LANGUAGE      | <p>Textbook exercises<br/>,Vocabulary training ,Word meanings, Antonyms<br/>,Synonyms, Homophones<br/>Poem recitation, Rhyming words, one and many picture Composition, pronunciation practice, reading aloud, Paragraph writing , post listening specific information story telling, Self introduction, descriptive writing with the help of visual clues, verbs, compound words, Individual reading, Emotion words, listening, asking questions and answers related to the lessons or chapters, role play, Action ,nature words, compound words adjectives, words, greetings<br/>,Diary entry, suffix and prefix, imaginary situation ,word association ,using the verb forms<br/>Informal letters , factual , inferential, model auxiliary, quiz, describing, Sentence completion using clues, Group discussion, Spelling test, dialogue writing, subject and predicate, conjunctions<br/>Picture comprehension</p> | <p>Keeping in view the learning techniques used for teaching, by the ends of the year, children would be able to:</p> <ul style="list-style-type: none"><li>• Identify opposite words</li><li>• List out same meaning words</li><li>• Demonstrate action words</li><li>• Focused reading</li><li>• Deliver story with expression</li><li>• Merge two different meaning words</li><li>• Describe nouns</li><li>• Maintain scripting</li><li>• Add prefix /suffix at the beginning/end of root words</li><li>• Demonstrate the format of informal letter</li><li>• Describe pictures by writing</li><li>• Identify same sound words</li><li>• List out conjunctions</li><li>• Divide sentences in subject and predicate</li><li>• Recognise joining words</li><li>• Act as fictional characters</li><li>• Punctuate the sentences</li><li>• Focused reading</li><li>• Writing the answer from the facts.</li></ul> |

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| <p>MATHS</p> | <p>Counting by grouping method, Representing multiplication facts by drawing objects, Skip counting, Usage of visual and images, division through the concept of equal distribution and sharing, Recognizing and differentiating between 2D and 3D shapes, measuring and ordering different physical quantities, simple maths games and interactive activities, reading clock and calendars, provide various techniques for one concept, drawing maths problem, interpreting data</p> | <ul style="list-style-type: none"> <li>• Read and write numbers up to 999 using the place value system.</li> <li>• Apply the concept of place value to arrange three numbers in ascending and descending order.</li> <li>• Apply the concept of skip counting and repeated addition to construct multiplication tables in daily life situations</li> <li>• Perform subtraction beyond 9999 by using the concept of place value of numbers.</li> <li>• Identify congruent figures.</li> <li>• Identify half, one-fourth, three-fourths in a given pictures/a collection of objects</li> <li>• the story sums and solve it accordingly.</li> <li>• Perform multiplication of numbers (3 digit and 4 digit ) by using the concept of place value of numbers.</li> <li>• Understand the story sums and use the tables to solve it accordingly</li> <li>• Measure the length or distance in meters and centimetres and understand the relationship between them.</li> <li>• Compare the capacity of different containers using non – standardized units.</li> <li>• Divide a number by another number using various relatable methods like equal distribution.</li> <li>• Gather data , record in tabular form and answer the questions based on it.</li> <li>• Recognize pattern in numbers or shapes to complete the series.</li> <li>• Recognise coins and notes of different denominations</li> <li>• Solve addition and subtraction of money both in writing and mentally</li> <li>• Confirm a particular date and day by reading a</li> </ul> |
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|  |  | <p>calendar.</p> <p>Read time on clock using the correct vocabulary like quarter past , quarter to , half past etc</p> <ul style="list-style-type: none"><li>• Recognize pattern in numbers.</li><li>• Recognize pattern in shapes to complete the series.</li><li>• Extend patterns in simple shapes and numbers</li><li>• Make rate charts and simple bills.</li></ul> |
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EVS

Experiment based learning, drawing and pasting pictures, observations, research works , field trip, ground discussions which are teacher initiated activities, visits with family, collecting objects, supporting visual aids, quizzes, puzzles, show and tell and JAM session, dramatization, role play, analysing situations and suggesting possible results or solutions, poster making , collage making, waste segregation, utilization of waste awareness drives and activities, reading posters, pamphlets, sign boards.

- Recognise different landforms
- Explain solar system
- Discuss causes of day and night
- Explain the different types objects obtained from plants and animals
- Understand the importance of rain
- Water cycle in nature
- Identify the sense organs in our body
- Explain the functions of Sense organs of our body
- Acquire knowledge about the importance of air
- Differentiate between the animals that have bones and that don't have bones( vertebrates / invertebrates
- Explain the similarities in some or the other ways between the animals
- Identify the different types of fabrics obtained from the animals
- Identify the layers of the Earth
- Explain different types of soil including sandy Soil, clayey soil, loamy Soil
- Identify the planets in the Earth's solar system of various sources of energy
- Examine some of the properties of solid, liquid and gas.
- Describe the different roles each family member plays, traditions/practices followed at home, importance of living together as a family.
- Analyse the importance of different professions that people take up
- Share the experiences from visits /field trips with family or school to places of services in our neighbourhood.

**Class –IV**

| SUBJECT/SKILL | TEACHING TECHNIQUES   | LEARNING OUTCOMES  |
|---------------|---|--|
| LANGUAGE      | <p>Textbook exercises ,Vocabulary training ,Word meanings, Antonyms ,Synonyms, Homophones<br/>           Poem recitation, Rhyming words, one and many<br/>           picture Composition,<br/>           pronunciation practice,<br/>           reading aloud, Paragraph writing , post listening specific information<br/>           storytelling, Self introduction,<br/>           descriptive writing with the help of visual clues, verbs, compound words,<br/>           Individual reading, Emotion words,<br/>           listening, asking questions and answers related to the lessons,<br/>           roleplay, Action, nature words,<br/>           compound words adjectives, words, greetings<br/>           ,Diary entry, suffix and prefix,<br/>           imaginary situation<br/>           ,word association<br/>           ,using the verb forms<br/>           Informal letters , factual , inferential,<br/>           model auxiliary, quiz, describing,<br/>           Sentence completion using clues,<br/>           Group discussion, dialogue writing,<br/>           subject and predicate, conjunctions<br/>           Picture comprehension</p> | <p>Keeping in view the learning techniques used for teaching, by the ends of the year, children would be able to:</p> <ul style="list-style-type: none"> <li>• Present the stories read, in form of full fledged skits or dramas by taking up the different characters and speaking their dialogues with expressions using their body language.</li> <li>• Answer in written or oral form based on the text</li> <li>• Identify the different kinds of nouns</li> <li>• Apply the grammar concepts to identify the genders and their usage in sentences</li> <li>• Comprehend the text read by stating the main idea as well as the hidden idea, details, sequence of incidents, talk about the all the characters of the story.</li> <li>• Comprehend and explain the message printed on poster</li> <li>• Attempt to spell difficult words by understanding the structure of the words</li> <li>• Use different kinds of adjectives to frame sentences</li> <li>• sequence of incidents of the story</li> <li>• Comprehend the text read and bring out the main idea, sequence of incidents of the story</li> <li>• Apply grammar concepts correctly to frame sentences based on the topics like- subject and predicate, subject and object and kinds of sentences</li> <li>• Construct meaningful and situation-based questions that involve skills of application, analysis and comparison for the peer group to answer</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Read the text and identify the parts of speech</li><li>• Compose age-appropriate sentences to write paragraphs</li><li>• Outline the story using hints</li><li>• Use the verbs with correct Subjects in a sentence</li><li>• Frame the sentences using the Future Tense</li><li>• Find the errors in the sentences framed in Future Tense</li><li>• Complete the dialogues on given situations</li><li>• Frame sentences using correct grammar concepts based on Active and Passive voice</li><li>• Change the full forms into their contracted forms</li><li>• Dramatize the characters of the story through Role Play</li><li>• Write the notice</li><li>• Describe a picture using given hints</li><li>• Answer the questions based on the text</li><li>• Describe the picture using hints</li><li>• Use the articles correctly in the sentences</li><li>• Develop a sense of critical thinking</li><li>• Discuss the rules of Direct and Indirect speech</li><li>• Frame the sentences using the grammar concept of articles, conjunctions and direct and indirect speech</li><li>• Solve the cross word to enhance their vocabulary</li><li>• Write notice informing others about a certain event or happening</li></ul> |
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|--------------|---|---|
| <p>MATHS</p> | <p>Counting and representing numbers beyond 1000., addition and subtraction of large numbers, formulation of multiplication facts through skip counting and extended tables, division through grouping methods, correlating fractional numbers to real life, representing fractions through paper folding and shading a part of a whole, observe the patterns of numbers while doing various operations, using compass and scale to draw different geometrical shapes, making bills ,making estimates and verify by measuring, exploring calendars using high order thinking skills, role plays , reading and interpreting graphs</p> | <ul style="list-style-type: none"> <li>• Read and write numbers up to 9999 using the place value system.</li> <li>• Round off the numbers to nearest 10’s,100’s and 1000’s</li> <li>• Perform addition, subtraction of numbers up to 9999 by using the concept of place value of numbers.</li> <li>• Understanding the story sums and using the operation.</li> <li>• Predict estimates of sum / difference and verify the same using different strategies.</li> <li>• Multiplying 2 digit and 3 digit numbers in daily life.</li> <li>• Apply the operation of multiplication in daily life situation.</li> </ul>  |
|              |   | <ul style="list-style-type: none"> <li>• Divide a number using different methods like repeated subtraction, pictorial, grouping.</li> <li>• Deriving a relationship between multiplication and division.</li> <li>• Apply the concept of division in daily life situation.</li> <li>• Draw/ cut / produce different polygons using pencil and paper.</li> <li>• Analyze the number of sides and corners of the shape.</li> <li>• Observe angles in their surroundings and compare them and classify them.</li> <li>• Confirm angles as right angles, acute angles, obtuse angles and represent same by drawing in notebooks.</li> <li>• idea of multiples of a number through multiplication facts.</li> <li>• Understand the relationship between factors and multiples</li> <li>• Represent fraction as half, one fourth etc. By using numerals.</li> <li>• Identify half, one-fourth , three-fourth of a whole by paper folding.</li> <li>• Show the equivalent of a fraction with other fractions.</li> <li>• Convert fractions into decimals.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Convert decimals into fractions.</li><li>• Identify the pattern in numbers.</li><li>• Recognise patterns, in triangular and square number.</li><li>• Convert metres to centimetres and centimetres to metre.</li><li>• Gather data , record in tabular form and answer the questions based on it.</li><li>• Recognize pattern in numbers or shapes to complete the series.</li><li>• Read time on clock in hour and minutes and write the time using term a.m. and p.m.</li><li>• Calculate time intervals and duration of familiar daiky life events like lunch break etc</li><li>• Apply addition and subtraction in problems involving money..</li><li>• Understand the story sums and use the appropriate , operation to solve it.</li><li>• Identify centre, radius and diameter of circle.</li><li>• Collect data related to daily life situations .</li><li>• Represent it in tabular form , bar graphs and interpret it.</li></ul> |
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Experiment based learning, drawing and pasting pictures, observations, research works , field trip, ground discussions which are teacher initiated activities, visits with family, collecting objects, supporting visual aids, quizzes, puzzles, show and tell and JAM session, dramatization, role play, analysing situations and suggesting possible results or solutions, poster making , collage making, waste segregation, utilization of waste awareness drives and activities, reading posters, pamphlets, sign boards.

- Identify characteristics of living and non living things.
- Classify group objects into living and non living things.
- Enhance their creativity and cognitive skills
- Value the existence of living and non living things
- Identify the different parts of flowering plants, roots, stem /trunk , leaves , flowers.....
- Describe the function of different parts of plants.
- Appreciate the diversity in animal life
- Learn to find unique traits that set animals apart from others as mammals , reptiles . amphibians , birds or fish
- Classify animals as vertebrates or an invertebrate
- Appreciate the usefulness of natural resources, we find on earth.
- Create a personal inventory of consumption of materials found from the earth
- Differentiate between the houses that were constructed in the past and the ones that are constructed now
- Identify the function of each body system- digestive/respiratory system
- Understand the functions and care of the human body and its organs
- Read and understand food labels
- Summarize the importance of healthy eating , list and describe the five food components.
- Identify the crops and spices
- Differentiate between a healthy and an unhealthy diet and appreciate the role of balanced and moderation in the diet
- Understand the concept of health and wellness.
- Develop skills for achieving health and happiness.
- Recognising solid , liquid and gas as states of matter.
- Examine some of the properties of solids , liquids and gases.

**Class-V**

| SUBJECT/SKILL | TEACHING TECHNIQUES   | LEARNING OUTCOMES  |
|---------------|---|--|
| LANGUAGE      | <p>Textbook exercises ,Vocabulary training ,Word meanings, Pair work Poem recitation, Rhyming words, descriptive paragraph picture Composition, game -finding the honour, changing the climex of the story, spell bee, reading aloud, Paragraph writing , post listening specific information story telling, comprehend words that apply to EVS concept, cross questioning, self introduction, descriptive writing with the help of visual clues, verbs, compound words, ,role play, Action ,compound words, expression session, adjectives, words, greetings ,Diary entry, imaginary situation, word association ,using the verb forms Informal letters, quiz, describing, Sentence completion using clues, Group discussion,, dialogue writing, Picture comprehension</p> | <p>Keeping in view the learning techniques used for teaching, by the ends of the year, children would be able to:</p> <ul style="list-style-type: none"><li>• Identify with the characters</li><li>• Encourage compassion for animals.</li><li>• Note the use of comparison</li><li>• Present their thoughts on general topics</li><li>• Use possessive pronouns and possessive adjectives,</li><li>• Think creatively</li><li>• Appreciate the difference between competition and caring</li><li>• Retell the story</li><li>• Make predictions</li><li>• Familiarize with the factual essay</li><li>• Present their thoughts on age appropriate research based on facts based topics on JAM sessions.</li><li>• Relate the learnings to themselves and do exercises like self-evaluation.</li><li>• Comprehend and explain the message printed in the newspaper, demonstrate their understanding and express their thoughts on the topic.</li><li>• Engage in a range of collaborative discussions and summary technique.</li><li>• Instill an appreciation of a promising young Indian sportswoman.</li><li>• Appreciate the poem with personification of characters</li></ul> |

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|--------------|---|---|
| <p>MATHS</p> | <p>Counting and representing numbers beyond 1000., addition and subtraction of large numbers, formulation ,develop the idea of equivalent fractions, compare and measure the decimals, division through grouping methods, correlating fractional numbers to real life, , noticing symmetry, explore shapes, conduct role play as shopkeepers and customers, Measuring length of different objects, recognize the need of converting bigger units into smaller units, interpretation of various diagram, bar charts.</p> | <ul style="list-style-type: none"> <li>• Reading and writing numbers bigger than 1000 using the place value system.</li> <li>• Apply the concept of place value to arrange the numbers in ascending and descending order.</li> <li>• Rounding numbers</li> <li>• Perform addition, subtraction, multiplication and division of numbers beyond 1000 by using the concept of place value of numbers.</li> <li>• Predict estimate of sum, difference, product, quotient of numbers.</li> <li>• Recognize and learn factors and multiples.</li> <li>• Understand how to find factors and multiples</li> <li>• Recognize and learn factors and multiples.</li> <li>• Understand how to find factors and multiples.</li> <li>• Use situations from daily life in activities to develop understanding about fractional part of the group.</li> <li>• Compare fractions through different ways like paper folding and shading.</li> <li>• Understand how to find decimal number.</li> <li>• Convert fractions into decimals.</li> <li>• Convert decimals into fractions</li> <li>• Performed addition, subtraction, multiplication and division of decimal numbers</li> <li>• Find percent of a number</li> <li>• Identify point, line, line segment and ray from the immediate environment</li> <li>• Apply addition, subtraction, multiplication and division in solving problems involving money.</li> <li>• Observe angles in their surroundings and compare them, then classify them.</li> <li>• Find average by dividing the sum of all terms by the number of terms.</li> <li>• Relate commonly used larger and smaller units of length, weight and volume.</li> <li>• Convert larger units to smaller units and vice versa</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• Reading the time in 12 hour and 24 hour clock timing.</li><li>• Calculate time interval or duration related to daily life.</li><li>• Collect data related to daily life situations, represents it in tabular form, bar graphs and interpret it.</li></ul> |
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EVS

Exploration questioning, finding similarities and differences. Experiment based learning, drawing and pasting pictures, observations, research works , field trip, ground discussions which are teacher initiated activities, visits with family, collecting objects, supporting visual aids, quizzes, puzzles, show and tell and JAM session, dramatization, role play, analysing situations and suggesting possible results or solutions, poster making , collage making, waste segregation, utilization of waste awareness drives and activities, reading posters, pamphlets, sign boards,

Confirm triangles as right triangle, acute angle and obtuse triangles.

## Classes VI TO VIII

### LANGUAGES (English / Hindi / Sanskrit)

#### Class VI

| Pedagogical Solutions   | Learning Outcomes   |
|---|---|
| <p><b>The learner will be given the opportunities in groups/individual and pair work:</b></p> <ul style="list-style-type: none"> <li>• Developing Language Across the Curriculum</li> <li>• Teaching through conversations, instructions and listening to the poems, talks, movies.</li> <li>• Reading aloud</li> <li>• Scanning a text</li> <li>• Reading for inferences /Extended reading</li> <li>• Summarise orally the stories, poems and written text</li> <li>• Find out the sequences of events, through main idea, summary through group discussion.</li> </ul> <p>Interpretation of the data and analyse writing the short paragraphs</p> | <p><b>Using the Pedagogical solutions the students will be able</b> listening, listening, speaking, reading, writing and thinking in an intemanner.</p> <ul style="list-style-type: none"> <li>• To develop interpersonal communication skills.</li> <li>• Attain basic proficiency like, developing ability to express one’s thoughts orally and in writing in a meaningful way in English language.</li> <li>• Interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing.</li> <li>• Develop reference skills both printed and electronic mode.</li> <li>• Read the varieties of text identify the main idea, character, and summarize the context.</li> <li>• Drafts the notices, brochures ,newspapers, charts, letters and pamphlets using correct vocabulary</li> <li>• Respond to the instructions using correct intonation and clarity</li> <li>• Participate in role plays ,enactments ,debates and declamations</li> <li>• Recite poems ,riddles independently orally</li> </ul> |

#### Class VII

| Pedagogical Solutions  | Learning Outcomes   |
|--|---|
| <p><b>The learner will be given the opportunities In groups/individual and pair work:</b></p> <ul style="list-style-type: none"> <li>• Listening to songs /poetry/news talks prose ext of English literature.</li> <li>• Participate in school assembly, interschool and intra school competitions.</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>listening, speaking, reading, writing and thinking in an manner</p> <ul style="list-style-type: none"> <li>• Express the same in his/her own language with correct tone and voice modulation.</li> <li>• Speak in a confident manner and equally participate</li> </ul> |



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| <p>Watch and listen to the English movies and songs, documentaries, radio talks, shows, discussion and debates.</p> <ul style="list-style-type: none"> <li>• Share their experiences of journeys, trips, excursions and visits in groups or individually.</li> <li>• Summarise and explain the written text orally or in written form unseen or seen passages. (Text from any source) <ul style="list-style-type: none"> <li>• Skimming, scanning and reading of the given text.</li> <li>• Learning the vocabulary of the related to the text from various sources and correlate to the other text.</li> <li>• Using of grammar through variety of situations (nouns, verbs, adjectives, pronouns, gerunds)</li> <li>• Think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised.</li> <li>• Know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences.</li> <li>• Create their own stories, dramas, skits, poems, dialogues and scripts writing.</li> </ul> </li> </ul> | <p>in debates, dramas and skits at all level in groups or individually.</p> <ul style="list-style-type: none"> <li>• Engage themselves more frequently and relate it with real life situation and will use the same vocabulary in daily life also will be able to respond to various situations.</li> <li>• Write and explore his ideas in the written form using correct grammar and vocabulary.</li> <li>• Evaluate the written text, able to comprehend the text as well as able to use the read vocabulary in their daily use of language.</li> <li>• Ask and respond to the text read and be able to write in their own language in the form of diary entry, report or dialogue writing.</li> <li>• Think and relate to their daily text and usage of it in the correct manner in the written and oral form.</li> <li>• Use the dictionary, thesaurus and encyclopaedia for referring to the new words coming while reading.</li> <li>• Write independently the various form of written text using correct vocabulary as well as the appropriate language and sentence structure.</li> <li>• Independent writing skill will be developed with the required amount of known vocabulary and language.</li> <li>• Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity</li> <li>• Writing of dialogues from a story and story from dialogues.</li> </ul> |
| <p><b>CLASS VIII</b></p> <p style="text-align: center;"><b>Pedagogical Solutions</b></p>   | <p style="text-align: center;"><b>Learning Outcomes</b></p>  |
| <p><b>The learner will be given the opportunities In groups/individual and pair work:</b></p> <ul style="list-style-type: none"> <li>• Listening to songs /poetry/news talks prose text of English literature.</li> <li>• Participate in class assembly, school assembly, interschool and intra school competitions. <ul style="list-style-type: none"> <li>• Watch and listen to the English movies and songs, documentaries, radio talks, shows, discussion and debates.</li> <li>• Share their experiences of journeys, trips, excursions and visits in groups or individually.</li> </ul> </li> </ul>  | <p><b>Using the Pedagogical solutions the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listening, speaking, reading, writing and thinking in a proper manner</li> <li>• Express the same in his/her own language with correct tone and voice modulation.</li> <li>• Speak in a confident manner and equally participate in debates, dramas and skits at all level in groups or individually.</li> <li>• Engage themselves more frequently and relate it with real life situation and will use the same vocabulary in daily life also will be able to respond to various situations using correct grammar and vocabulary.</li> </ul>  |

orally or in written form unseen or seen passages.

( Text from any source)

- Skimming, scanning and reading of the given text.
- Learning the vocabulary of the related to the text from various sources and co relate to the other text.
- Using of grammar through variety of situations (nouns, verbs, adjectives, pronouns, gerunds ) participate in grammar games and kinaesthetic activities for language learning
- Think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. Think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues.
- Know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences.
- Create their own stories, dramas, skits, reports, poems, dialogues and scripts writing.
- Appreciate the written text, analyse the characters of the stories written by various authors or writers.

- Evaluate the written text, able to comprehend the text as well as able to use the read vocabulary in their daily use of language.
- Ask and respond to the text read and be able to write in their own language in the form of diary entry, report or dialogue writing.
- Think and relate to their daily text and usage of it in the correct manner in the written and oral form.
- Use the dictionary, thesaurus and encyclopaedia for referring to the new words coming while reading.
- Write independently the various form of written text using correct vocabulary as well as the appropriate language and sentence structure.
- Independent writing skill will be developed with the required amount of known vocabulary and language.
- Prepares a write up after seeking information in print / online, notice board, newspaper, etc. Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active and passive voice, reported speech).
- Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity. Writes a coherent and meaningful paragraph through the process of drafting, revising and editing.
- Writing of dialogues from a story and story from dialogues.
- Write their own stories, descriptive paragraphs, reports, dairy entry.
- Writes a Book Review. Writing for school magazines.

## SCIENCE

### Class VI

| Pedagogical Solutions  | Learning Outcomes  |
|--|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b></p> <ul style="list-style-type: none"><li>• Explore surroundings, natural processes, phenomena.</li><li>• Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates.</li><li>• Record the observations during the activity, experiments, surveys, field trips.</li><li>• Analyse the recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.</li><li>• Internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources.</li></ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b></p> <p>Relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"><li>• Identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features, such as appearance, texture, function, aroma and medicinal values and usage in daily life.</li><li>• Classify living and non living, habitat, biotic and abiotic, different habitat and adaptations. Will be able to explain the different habitats using skit or drama form as (jungle safari).</li><li>• Identifies the Morphological structure and function of root, stem and leaves. Structure of flowers, differences using the lab observations. Structure and functional of the animal body Human skeleton system some other animals (fish, bird, cockroach). Differentiate between Soluble and insoluble and saturated and unsaturated solutions.</li><li>• Explain the processes and phenomena of electricity and magnetism .</li><li>• Conduct the simple investigation about how shadows are formed and principle of light .How images and shadows are formed. They will be able to sensitise the importance of water and the natural resources in the form of play or drama for the local public.</li><li>• Understand how to work in a group with collaboration.</li></ul> |

## Class VII

| Pedagogical Solutions  | Learning Outcomes  |
|--|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b></p> <ul style="list-style-type: none"> <li>• Explore surroundings, natural processes, phenomena using senses by seeing, touching, tasting, smelling, hearing.</li> <li>• Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates.</li> <li>• Record the observations during the activity, experiments, surveys, field trips.</li> <li>• Analyse the recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.               <ul style="list-style-type: none"> <li>• Internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources..</li> </ul> </li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Differentiate between autotrophs and hetrotrophs, types of fibres, acid bases and salts mode of reproductions ,conduction, convection and radiation</li> <li>• Classify natural and synthetic fibres, types of chemical reactions, types of soils, types of reproductions, types of motions by discussing and find answers after the explanation of the content by the teachers.</li> <li>• Identify types of soil types of motions types of chemical reactions doing hand on experiments in the lab and makinghe observation of the same. Able to explain the process of convection and conduction</li> <li>• Analyse the date on different speed and motion of objectsdifferent images formed by lenses and mirrors, magnetic effect of current by doing some finding from daily life experiences or data collected from Internet.</li> <li>• Conduct simple investigation on finding acids bases and salts, working of electromagnets, slow and fast motions, and transportation of material in animals by doing researchwork.</li> <li>• Plot and interpret distance time graphs</li> <li>• Draw labelled diagrams of digestive system, respiratory system</li> <li>• Sensitise about the use of water, rain water harvesting uses of forests conservation of forests by small enactments, short skit, play dramatization.</li> <li>• Appreciate different scientific inventions.</li> </ul> |

## Class VIII

| Pedagogical Solutions   | Learning Outcomes  |
|---|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b></p> <ul style="list-style-type: none"> <li>• Explore surroundings, natural processes, phenomena using senses by seeing, touching, tasting, smelling, hearing.</li> <li>• Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates.</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Differentiate materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, sexual and asexual reproduction physical and chemical properties of metals on the basis of their properties, structure and functions.</li> </ul> |

- Record the observations during the activity, experiments, surveys, field trips.
- Analyse the recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.
- Internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources.

- Classify the types of microorganisms, synthetic fibres metals and non metals, exhaustible and inexhaustible resources, types of forces audible and inaudible sounds using role-plays and group discussions.
- Conduct simple experiments on reactions of metals and non metals. Conditions required for combustion, factors affecting friction electric current and conductivity. Record the observations made on law of reflection and types of reflections and will evaluate the different forces applied on the various objects and friction is related to the various movements.
- Analyse of different sound effects, chemical effect of current.
- Write the different chemical equations for the reactions of metals and non metals with their ores.
- Prepare and observe the slides of different microorganisms.
- Construction of different ray diagrams as when spherical mirrors positioned at different places.
- Doing the role play, drama ,skit they will be able to sensitise the judicious use of the natural resources.

# MATHS

## CLASS VI

| Pedagogical Solutions  | Learning Outcomes  |
|--|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b><br/>Develop a connection between daily life and mathematical thinking.</p> <ul style="list-style-type: none"><li>• Make relationships between numbers and looks for patterns in relationship and applies concept related to variables, expressions, equations, identities, etc.</li><li>• Collect, represent (graphically and in tables) and interpret data/information from her/his life experiences.</li><li>• Compare numbers through situations like cost of two things and money transactions.</li><li>• Classify numbers on the basis of their properties like prime, composite. Observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11.</li></ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"><li>• Solving problems using large number system with operations ( addition,subtraction,multiplication ,division)</li><li>• Recognise the pattern and classify into various categories of number system</li><li>• Use of fractions, decimals and data collections to solve real life problems.</li><li>• Compare the quantities related to real life by apply the formula of ratio and proportion</li><li>• Apply mathematical operation in real life situation to solve and relate the problems method of HCF,LCM and negative integers. Explore daily life situations to involve the use of HCF and LCM Creating the use of negative numbers in daily life</li><li>• Compute the numbers mentally using the divisibility test without doing the actual calculations.</li><li>• Calculating the numbers with different operations to</li></ul> |

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| <ul style="list-style-type: none"> <li>• Discuss and solve word problems that use ratios and unitary method.</li> <li>• Explore various shapes through concrete models and pictures of different geometrical shapes like triangles and rectangles and lab activity making hands on.</li> <li>• Identify various geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups.</li> <li>• Explore the concept of angles through some examples like opening the window, opening the pencil box. Students can be asked to give more such examples from the surroundings</li> </ul> | <ul style="list-style-type: none"> <li>• generalise a given situation.</li> <li>• Compares quantities using ratios in different situations. e.g., the ratio of men to women in particular state, the ratio of mangoes to apples.</li> <li>• make shapes with the help of available materials like sticks, chart paper etc.</li> <li>• Observing various shapes (2D and 3D) like faces edges and vertices, cube, cuboid of same kind to relate them to the geometrical figures taught in class.</li> <li>• Identify the 2D and 3D objects and classify into various types of quadrilaterals.</li> <li>• Using it to compute the perimeter and area of the given figures(2D and 3D)</li> <li>• Computing the cost of painting the wall and tiling the floor.</li> </ul> |
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## CLASS VII

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| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b><br/>Develop a connection between daily life and mathematical thinking.</p> <ul style="list-style-type: none"> <li>• Provide contexts for finding the rules of multiplication and division of integers. This can be done through number line or number patterns.</li> <li>• Explore the multiplication/ division of fractions/decimals through pictures/Lab activities /daily life examples</li> <li>• Explore the possible combination of variable and constant using algebraic expression</li> <li>• Evolve the concept of ratio and Proportion to be used in the real life</li> <li>• Calculate the linear equations in one variable</li> <li>• Visualise the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non-parallel), angles of triangle and relationship among its sides through diagrams</li> <li>• Explore the properties of triangles and establish the relationship between the complimentary and supplementary angles.</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts of maths to the real life situations</p> <ul style="list-style-type: none"> <li>• Promoting the reasoning and thinking skill by doing activities.</li> <li>• Use the algorithm to calculate the addition of fractions and decimals</li> <li>• Using number line to represent fractions and decimals.</li> <li>• Solving the problems related to real life situation using Rational numbers.</li> <li>• Calculating the algebraic expression using the operations of integers and using variable and constants.</li> <li>• Distinguish the quantities in ratios and proportion by applying in the real problem solving situations.</li> <li>• Distinguish the use of ratio and proportion in daily life situations.</li> <li>• Finding solutions to age related questions using linear equations.</li> <li>• Classify the pair of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given.</li> <li>• Verify the properties of triangles using various figures.</li> <li>• Finds unknown angle of a triangle when its two angles are known. Explains congruency of triangles on the basis of the information given.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Demonstrate the construction of a line parallel to the given line from a point outside it through students' active participation using correct measurements.</li> <li>• Find out the use of percentage in their real life and its importance by problem solving</li> <li>• Evaluate the speed and plot distance time graphs</li> <li>• Collection of data from the real life data available. Draw inferences for future events from the existing data.</li> </ul> | <p>about them like (SSS, SAS, ASA, RHS)</p> <ul style="list-style-type: none"> <li>• Using the protractor, scale constructs the various figures with accurate measurements.</li> <li>• Calculates areas of the regions enclosed in a rectangle and a square.</li> <li>• Compute the percentage of population using the formulas with accuracy.</li> <li>• Plotting of distance time graphs using the real life data available.</li> <li>• Finding and computing a representative value of data i.e. mean, mode or median of ungrouped data. Encouraging them to arrange it in a tabular form and representing it by bar graphs.</li> <li>• Evaluating the various values for the given data to draw the clear inferences.</li> </ul> |
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## CLASS VIII

| Pedagogical Solutions  | Learning Outcomes   |
|--|---|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b><br/>Develop a connection between daily life and mathematical thinking.</p> <ul style="list-style-type: none"> <li>• Explore examples of rational numbers with all the operations and explore patterns in these operations.</li> <li>• Explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer. Explore situations that lead to simple equations and encourage them to solve using suitable processes.</li> <li>• Experiences of multiplying two algebraic expressions and different polynomials may be provided based on their previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples.</li> <li>• May be provided that involve the use of percentages in contexts like discount, profit &amp; loss, VAT, simple and compound interest, etc.</li> <li>• Provide various situations to generalise the formula of compound interests through repeated use of simple interest.</li> <li>• Encourage children to identify situations in which both</li> <li>• Verify the properties of parallelograms</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Generalise the properties of arithmetic operations. Using Number patterns.</li> <li>• Finding rational numbers between two rational numbers</li> <li>• Finds squares, cubes and square roots and cube roots of numbers using different methods. Solves problems with integral exponents. Solves puzzles and daily life problems using variables. Multiplies algebraic expression.</li> <li>• Apply the concept of VAT using the formulas used for finding the percentages in real life problems.</li> <li>• Solves problems based on direct and inverse proportions.</li> <li>• Solves problems related to angles of a quadrilateral using angle sum property.</li> <li>• Constructs different quadrilaterals using compasses and straight edge.</li> <li>• Estimates the area of shapes like trapezium and other. Polygons by using square grid/graph sheet and verify using formulae.. Find the area of a polygon. Find surface area and volume of cuboidal and cylindrical object.</li> <li>• Draws and interprets bar charts and pie charts.</li> <li>• Use probability to find out about number of throw using dices.</li> <li>• Collection data organise it into groups and represent it into bar graphs/ pie chart.</li> </ul> |



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| <p>and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles. express/represent a 3-D shape into its 2-D form from their daily→ life like , drawing a box on a plane surface, showing bottles on paper, board or wall etc.</p> <ul style="list-style-type: none"> <li>• Make nets of various shapes like cuboids, cubes, pyramids, prisms,→ etc. From nets let them make the shapes and establish relationship among vertices, edges and surfaces.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrating the construction of various quadrilaterals using geometric kit. Sketch the figure of trapezium and other polygons in the given→ graph paper and asked student to estimate their areas using counting of unit square. Deriving the formula for calculating area of trapezium using the areas→ of triangle and rectangle (square).</li> <li>• Deriving formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles use lab activities</li> </ul> |
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## Social Studies

### Class VI

| Pedagogical Solutions   | Learning Outcomes   |
|---|---|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b><br/>Develop a connection between daily life and critical thinking.</p> <ul style="list-style-type: none"> <li>• Use diagrams, models and audio-visual materials to understand motions of the earth. Observe stars, planets, satellite (Moon), eclipse</li> <li>• To understand astronomical phenomena. Use globe for understanding latitudes and longitudes□ use diagrams for understanding lithosphere, hydrosphere,□ atmosphere and biosphere explore maps for locating continents, oceans, seas, States/UTs of□ India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers.</li> <li>• Discuss superstitions linked to eclipses.□ Use pictures, drawings of different types of sources to read□ explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India.</li> <li>• Participate in a discussion on the concepts of diversity, discrimination, government, and livelihood. Observe examples of fair/unfair treatments to people meted out in□ the family, school, society, etc. study from the text and direct observation of functioning of a□ Gram Panchayat or a</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Differentiate between stars, planets and satellites e.g. Sun, Earth and Moon. Recognizes that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere. Demonstrates day &amp; night and seasons. Locates directions on the flat surface and continents &amp; oceans on the world map. Identifies latitudes and longitudes, e.g., poles, equator, tropics,</li> <li>• States/UTs of India and other neighbouring countries on globe and the world map, locates physical features of India such as mountains, plateaus, plains, rivers, desert. on the map of India. Draws neighbourhood map showing scale, direction, and features with the help of conventional symbols.</li> <li>• Examines critically the superstitions related to eclipses.</li> <li>• Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. Locates important historical sites, places on an outline map of India.</li> <li>• Recognises distinctive features of early human cultures and explains their growth.</li> <li>• Lists out significant contributions of important kingdoms.</li> <li>• Describes issues, events, personalities mentioned in literary works of the time. Describes the implications of India's contacts with regions outside. India in the fields of religion, art, architecture, etc. Outlines India's significant contributions in culture and science.</li> </ul> |

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| <p>municipality/corporation (according to the place a student lives). Understand the role of governance in society, and the difference between affairs of a family and those of a village/city. describe case studies of nearby localities/villages in respect of □ occupation</p> | <ul style="list-style-type: none"> <li>• Recognises various forms of discrimination and understands the nature and sources of discrimination. Differentiates between equality and inequality in various forms to treat them in a healthy way. Describes the role of government, especially at the local level.</li> <li>• Explaining the various levels of the government – local, state and union.</li> </ul> |
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## Class VII

| Pedagogical Solutions  | Learning Outcomes  |
|--|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b><br/>Develop a connection between daily life and critical thinking.</p> <ul style="list-style-type: none"> <li>• Involve with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc. using meaningful explanations and appropriate resources.</li> <li>• Discuss and share their observations and experiences regarding □ various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc.</li> <li>• Read globe and maps for identifying historical □ places/kingdoms, climatic regions, and other resources. use diagrams/ models/visuals/audio-visual materials for □ understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc.</li> <li>• Collect samples and identify different types of rocks from the □ vicinity, surrounding</li> <li>• Participate in mock drill for earthquakes or other disasters. Discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc.</li> <li>• Discuss similarities and differences in the life of people in □ different natural regions of the world.</li> <li>• Participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising. Prepare</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b><br/>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Identifies major layers of the earth’s interior, rock types, layers of the atmosphere in a diagram. Locates distribution and extent of different climatic regions on the world map or globe. Explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts. Describes formation of landforms due to various factors/events.</li> <li>• Evaluating composition and structure of the atmosphere. Describes different components of the environment and the interrelationship between them. Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it.</li> <li>• Reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc. Reflects on the factors leading to disasters and calamities.</li> <li>• Draws interrelationship between climatic regions and life of people living in different climatic regions.</li> <li>• Analyses factors that impact development of specific regions. Provides examples of sources used to study various periods in history. Relates key historical developments during medieval period occurring in one place with another.</li> <li>• Explains the significance of equality in democracy. Differentiate between political equality, economic equality, and social equality.</li> <li>• Explains the functioning of media with appropriate examples from newspapers. Creates an advertisement.</li> <li>• Differentiates between different kinds of markets, traces how goods travel through various market places.</li> <li>• Organising awareness drives in one’s own locality about sanitation, □ public health and road safety. Visit any office under the state government (e.g. electricity bill office) in one’s own locality to observe its functioning and prepare a brief report.</li> <li>• Undertaking case studies and projects about local</li> </ul> |

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| <p>posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for equality.</p> | <p>markets and shopping complexes through field visits.</p> <ul style="list-style-type: none"> <li>• Doing projects about types of advertisements and create advertisements about the need to save water and energy.</li> </ul> |
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### Class VIII

| Pedagogical Solutions  | Learning Outcomes  |
|--|--|
| <p><b>The learner will be given the opportunities In groups/individual and pair work in an inclusive setup :</b></p> <ul style="list-style-type: none"> <li>• Develop a connection between daily life and critical thinking.</li> <li>• Collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world.</li> <li>• Explore various farming practices carried out in the neighbourhood/ district/ state use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries .</li> <li>• Develop projects on conservation of natural and human made resources, discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. Use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population.</li> <li>• Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.</li> <li>• Participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation. Prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism. Prepare a list of registered voters in one's own neighbourhood. Carry out an awareness</li> </ul> | <p><b>Using the Pedagogical solutions the students will be able to:</b></p> <p>Able to relate all the key concepts to the real life situations.</p> <ul style="list-style-type: none"> <li>• Classifies different types of industries based on raw materials, size and ownership. Describing and explaining the major crops, types of farming and agricultural practices in her/his own area/state. Interprets the world map for uneven distribution of population</li> <li>• Describes causes of forest fire, landslide, industrial disasters and their risk reduction measures. Locates distribution of important minerals e.g. coal and mineral oil on the world map.</li> <li>• Explain the distribution of land in local and outside regions. Analyses uneven distribution of natural and human-made resources on the earth.</li> <li>• Designing the various projects and drives for the conservation of natural resources along with the project undertaken by government.</li> <li>• Bring awareness among the public for the same. How to protect themselves especially during the natural disasters.</li> <li>• Analyse the structure of the historical monuments, their structures mapping them on Indian map. How they are different from the monuments present in the other part of the world.</li> <li>• Summarising the culture involved with these monuments.</li> <li>• Analysing the issues related to caste, women, widow remarriage and child marriage, social reforms and the laws and policies of colonial administration towards these issues. Outlines major developments that occurred during the modern period in the field of arts.</li> <li>• Having Debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society.</li> <li>• Conducting focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections of the society.</li> </ul> |

campaign in one's own locality about significance of voting. Find out some public works undertaken by the MP of one's own constituency. Examine contents of a First Information Report (FIR) form. □ Express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants.

- Demonstrating the way the FIR is put up. Mock session for the same can be conducted
- Analysing the causes and consequences of marginalisation faced by disadvantaged sections of one's own region. Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability.

### **Class IX- X and Class XI-XII**

CBSE has published a comprehensive Curriculum for Class IX to XII, which carries the details of syllabus, time to be devoted to teaching units or components of syllabus, Question Paper design as well as detail of projects/practicals to be conducted. To implement and execute the pedagogical plan for Class IX to XII, the teachers have been advised and trained to acquire a thorough understanding of the following:

- a) Curriculum published by the CBSE
- b) Initial Pages of the Curriculum published by the CBSE
- c) Working knowledge of the related Position Papers published by NCERT
- d) Bloom's Taxonomy
- e) How to write measurable Learning Outcomes

A varied approach will be used by each subject teacher to adopt the Pedagogical solutions, teaching strategies and learning objectives in Class IX to XII, aligning these will the guidelines issued by the CBSE. Use of technology and multimedia will be an integral part of the teaching-learning activity.

Broad teaching approaches and strategies suggested for different subjects are as under:

Teaching strategies and methods for subjects like Business Studies, Economics, Political Science, History, Geography, Accountancy, Marketing, Yoga, Music and Painting – Interactive Lecture, Project-based learning, Case studies, Group learning, Question answer Method, Debates, Group Discussion, Multimedia and Smart board

Teaching strategies and methods for subjects like Biology, Physics, Chemistry, Computer Science, Information Practices, Mathematics, Chemistry, Physical Education – Thinking maps, Context based learning, Project- based learning, Demonstration Method, Multimedia Approach, Simulated labs, Experiments, Peer- to-peerteaching, Graphic Organizers, Hands-on Learning, Problem-solving method, Brainstorming.

Teaching strategies and methods for English – Role Play, Story-telling, Debate, Group Discussion, Collaborative learning, Peer-to-peer teaching, Cross-linkages, Thinking maps, Interactive lectures,

The Lesson Plans shall include the teaching methodology, learning outcomes, integration of technology, and detail of enhancement efforts. Lesson plans for each subject for the period April to September 2019 are attached at Appendix.

## 8. Assessment Tools

### Grade I and II

Frequent and continuous assessments help the teacher to understand the effectiveness of her teaching and if the learning outcomes are effectively or not. In order to understand the progress of the child, the assessment should be on going and should be accompanied with feedback. Keeping in mind the significance of assessment, certain parameters have been designed for the same. Students are assessed on the basis of these parameters mentioned below:

| English  |
|--|
| Reading <ul style="list-style-type: none"><li>• Pronunciation – read aloud sessions</li><li>• Fluency- story telling session, show and tell sessions</li><li>• Language Lab</li></ul>  |
| Writing <ul style="list-style-type: none"><li>• Vocabulary – dictation, make sentences, high frequency words, JAM sessions</li><li>• Grammar – creative writing, picture composition</li><li>• Comprehension – unseen passage,</li></ul> |
| Speaking <ul style="list-style-type: none"><li>• Clarity – read aloud session, role play</li><li>• Recitation – recite the poem</li><li>• Sentence construction- show and tell, JAM sessions</li></ul>                                   |
| Listening <ul style="list-style-type: none"><li>• Oral comprehension – dramatization</li><li>• Language lab</li></ul>  |

| Maths  |
|--|
| <ul style="list-style-type: none"><li>• Clarity of concepts – worksheets, quizzes</li><li>• Mental Maths – oral quiz, role play</li><li>• Math Lab</li></ul> |

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| <ul style="list-style-type: none"><li>• General Awareness – show and tell, JAM sessions</li><li>• Group Discussion – collage making</li></ul> |

## Classes III to V

It is imperative to employ appropriate and meaningful assessment tools to measure the growth. Pen and paper tests are an integral part of the Assessment System. However, we do not rely solely on pen and paper tests to assess the performance of the students as they are not always an accurate way to measure their skill levels. Therefore, for each subject, we use different tools to assess the development of students based on subject specific parameters, following a definite set of rating scales to ensure that there is parity in assessments and evaluation across all classes and sections. Assessment tools to be employed in the session 2023-24 are tabulated below.

### Languages

| Skills                           | Assessment Tools employed  |
|----------------------------------|--|
| Readingskills                    | <ul style="list-style-type: none"><li>• Reading tests</li></ul> With emphasis on pronunciation and accuracy  |
| Spellings                        | <ul style="list-style-type: none"><li>• Dictation tests</li><li>• Spell Bee (as an activity)</li></ul>   |
| Writing and Comprehension Skills | <ul style="list-style-type: none"><li>• Creative writing/ Paragraph Writing</li><li>• Written Expression exercises</li><li>• Answer framing exercises</li><li>• Think and Answer exercises</li><li>• Sentence framing with the newly learnt vocabulary</li><li>• Class Tests, Unit tests, Half Yearly Exams</li></ul> With emphasis on correct use of vocabulary and sentence structure. |
| SpeakingSkills                   | <ul style="list-style-type: none"><li>• Recitation</li><li>• Just a Minute Rounds</li><li>• Show and Tell sessions</li><li>• Turn a Court</li><li>• Experience sharing sessions</li></ul>  |

### Maths

| Skill                  | Assessment Tools employed  |
|------------------------|--|
| Computation -al Skills | <ul style="list-style-type: none"><li>• Mental Maths exercises</li><li>• Time bound exercises</li><li>• Projects</li><li>• Activities like-Math-e-magic, Quiz</li><li>• Class Tests, Unit tests, Half Yearly Exams</li></ul> |
| Activities             | <ul style="list-style-type: none"><li>• Maths Lab activities</li><li>• Lab Orals</li></ul>   |

## Environmental Studies

| <b>Skill</b>              | <b>Assessment Tools employed</b>  |
|---------------------------|---|
| Environmental Sensitivity | <ul style="list-style-type: none"><li>• Maps and Diagrams</li><li>• Class discussion</li><li>• Worksheets</li><li>• Class Tests, Unit tests, Half Yearly Exams</li></ul>  |
| Activities and Projects   | <ul style="list-style-type: none"><li>• Poster Making, Collage Making</li><li>• Best out of waste</li><li>• Field trips</li><li>• Plantation and Swachta drives</li></ul> |

## Classes VI to VIII

Several methods will be used to assess student learning outcomes. Even though course grades are a source of information about student achievement, different tools need to be used in order to assess the students learning in the various fields. These will also prompt students to reflect on their own learning preferences, strengths, or styles. Teachers will also use Assessment tools to give an appropriate feedback to the students, which will help them further to work on their weaker areas and to make it their strengths. Teachers will use this feedback in designing activities to foster a more realistic view of their discipline. Assessment Methods Table for various subjects: An overview of some direct and indirect methods of assessment to be used for this session.

## LANGUAGES

### LISTENING SKILLS

### READING SKILLS

| Tools used for Assessments  | Rubrics followed for the Assessments   | Tools used for Assessments   | Rubrics followed for the Assessments  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Radio Talks</li> <li>• Monologue</li> <li>• Two way conversation</li> <li>• News Reports</li> <li>• Speeches</li> <li>• Debates</li> <li>• Declamation</li> <li>• JAM sessions</li> <li>• Note Making</li> </ul> | <ul style="list-style-type: none"> <li>• Voice Clarity</li> <li>• Voice Modulation</li> <li>• Intonation</li> <li>• Language</li> <li>• Speed/ Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Unseen passages</li> <li>• Newspaper Articles</li> <li>• Extended Reading</li> <li>• Open ended questions</li> <li>• Vocabulary building</li> <li>• Word Games</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehension skill</li> <li>• Correct language</li> <li>• Appreciation of text</li> <li>• In time completion</li> </ul> |

### WRITING SKILLS

### SPEAKING SKILLS

| Tools used for Assessments   | Rubrics followed for the Assessments   | Tools used for Assessments  | Rubrics followed for the Assessments   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Diary entry/Notice</li> <li>• Composition</li> <li>• Advertisement making</li> <li>• Catalogue making</li> <li>• Brochure making</li> <li>• Essay writing</li> <li>• Debates/Speech</li> <li>• Book reviews</li> <li>• Character sketch</li> <li>• Concept maps</li> <li>• Creative writing /Summary</li> </ul> | <ul style="list-style-type: none"> <li>• Correct usage of language</li> <li>• Sequences of events</li> <li>• Vocabulary</li> <li>• Presentation</li> <li>• Quality in content</li> <li>• Usage of grammar</li> </ul> | <ul style="list-style-type: none"> <li>• Speeches</li> <li>• Declamation</li> <li>• Debates</li> <li>• Monologue</li> <li>• Conversations</li> <li>• Presentations</li> <li>• Group discussions</li> <li>• Role Play</li> </ul> | <ul style="list-style-type: none"> <li>• Voice Modulation</li> <li>• Intonation</li> <li>• Language</li> <li>• Speed</li> <li>• Presentation</li> <li>• Speech Clarity</li> <li>• Pronunciation</li> </ul> |



| Skills   | Tools used for Assessments   | Rubrics followed for the Assessments   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Concepts building</li> <li>• Usage of concept in real life</li> <li>• Computation</li> <li>• Evaluation</li> <li>• Reasoning and Analytical skills</li> </ul> | <ul style="list-style-type: none"> <li>• Lab Activities</li> <li>• Puzzles</li> <li>• Mental Maths</li> <li>• Worksheets</li> <li>• Real life problems solving</li> <li>• Project work/HOTS</li> <li>• Multiple choice questions</li> <li>• Reasoning/Problem Solving</li> <li>• Quizzes (online/offline)</li> <li>• Portfolios</li> <li>• Pen and paper test</li> </ul> | <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• On time</li> <li>• Correct methodology</li> <li>• Knowledge of the concept</li> <li>• Computation</li> <li>• Demonstrate clear understanding</li> </ul> |

## MATHS

### SUBJECT: SCIENCE

| Skills  | Tools used for Assessments   | Rubrics followed for the Assessments  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Reasoning and Analytical skills</li> <li>• Concept building</li> <li>• Understanding of the concept</li> <li>• Application of the concept in real life situations</li> <li>• Scientific Information</li> </ul> | <ul style="list-style-type: none"> <li>• Lab Activities</li> <li>• Puzzles Worksheets</li> <li>• Model making</li> <li>• Project work</li> <li>• Research work solving</li> <li>• MCQ/Reasoning/Problem Solving</li> <li>• Quizzes(online/offline)</li> <li>• Portfolios</li> <li>• Live experiments</li> <li>• Group discussions</li> <li>• Surveys /Classifications</li> <li>• Pen and paper test</li> </ul> | <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• On time submission</li> <li>• Correct methodology</li> <li>• Knowledge of the concept</li> <li>• Observation</li> <li>• Demonstrate</li> <li>• Computation clear understanding</li> <li>• Live experiences</li> <li>• Presentation</li> <li>• Creativity and aesthetic sense</li> <li>• Organization of ideas</li> </ul> |

### SUBJECT: SOCIAL STUDIES

| Skills   | Tools used for Assessments   | Rubrics followed for the Assessments   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Reasoning and Analytical skills</li> <li>• Concept building</li> <li>• Understanding of the concept</li> <li>• Application of the concept in real life situations</li> <li>• Graphics and clarity</li> <li>• Layout and design</li> </ul> | <ul style="list-style-type: none"> <li>• Map work</li> <li>• Assignments/Worksheets</li> <li>• Debates</li> <li>• Presentations</li> <li>• Project Work</li> <li>• Group discussion</li> <li>• Case study/Research</li> <li>• Slogan writing</li> <li>• Poster making</li> </ul> | <ul style="list-style-type: none"> <li>• On time submission</li> <li>• Presentation</li> <li>• Creativity and aesthetic sense</li> <li>• Organization of ideas</li> <li>• Creativity and aesthetic sense</li> <li>• Demonstrate clear understanding</li> </ul> |

## Classes IX and X

Following the Uniform Assessment Policy that has been announced by the CBSE board, the school has planned its Annual assessments to bring about more transparency and uniformity across the levels. The scholastic assessment will be based on the below mentioned areas.

- a. There will be Periodic Assessment that would include:
- For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
  - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
- b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
- c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results

## Classes XI and XII

The assessment of Holy Cross School is designed as per the CBSE Curriculum. The assessment has theory, internal assessment and practical component as per the syllabus prescribed by CBSE.

The pen-paper test is conducted as

- Periodic Test – I
- Periodic Test – II
- Half Yearly (Term – I)
- Periodic Test – III
- Final Examination (Term – II)
- Listening and Speaking Skills
- Practical/Project Subject specific as per CBSE norms will be conducted in the session 2023-24
- Periodic Test, Class assignments, notebook inspection, discipline and regularity to school are taken into consideration for the Internal Assessment taken for the students.

Holy Cross School has incorporated the above assessment tools for the students, when several individuals are marking the same assignment, to ensure marking remains consistent and to minimize the possibility of subjectivity the following rubrics may be applied.

| Pen & Paper Test for all the subjects   | Practical/Project   |
|---|---|
| <p>Bloom's taxonomy will be followed for the formulation of Question paper. Questions will be set according to the student's capacity- average performance to above average and toppers.</p> <ul style="list-style-type: none"><li>• Remembering</li><li>• Understanding</li><li>• Application</li><li>• Analytical</li><li>• Critical Thinking</li></ul> | <ul style="list-style-type: none"><li>• Presentation</li><li>• Viva</li><li>• Authenticity</li><li>• Research Work</li><li>• Content</li><li>• Creativity</li><li>• Participation</li></ul> |

Internal Assessment for Subjects:

|   |  |   |
|---|--|---|
| ENGLISH :<br>Listening And Speaking<br>Skills | <ul style="list-style-type: none"> <li>• Hearing</li> <li>• Comprehend</li> <li>• Pronunciation</li> <li>• Sentence construction with effective communication</li> </ul> | <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Syllable stress</li> <li>• Interaction and flow of thoughts</li> </ul> |
| MATHEMATICS                                   | <ul style="list-style-type: none"> <li>• Presentation</li> </ul>   | <ul style="list-style-type: none"> <li>• Submission</li> </ul>  |

|                  |   |  |
|------------------|---|--|
|                  | <ul style="list-style-type: none"> <li>• Completion</li> </ul>                                      |  |
| ECONOMICS        | <ul style="list-style-type: none"> <li>• Relevance of the topic</li> <li>• content</li> </ul>       | <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Presentation Technique</li> </ul> |
| Accountancy      | <ul style="list-style-type: none"> <li>• Assertions</li> <li>• Accounting Concepts</li> </ul>       | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Language</li> </ul>              |
| Business Studies | <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Application</li> </ul>       |
| HISTORY          | <ul style="list-style-type: none"> <li>• Facts</li> <li>• Analysis</li> <li>• Writing</li> </ul>    |  |

| <b>Month</b> | <b>Workshops / Sessions Planned</b>                          |
|--------------|--|
| May          | Adolescence Education (10 Hours)                             |
| June         | Life Skill (5 Hours)   |
| June         | Experiential Learning (2 Hours)                              |
| 2022-23      | 25 Inhouse and COE Trainings were conducted for the teachers |

In addition to the above, highest priority will be accorded to teachers' participation in CBSE Workshops as and when these are planned by the CBSE.

## **9. Pupils' well being**

To ensure a healthy, safe and hygienic environment for children, the school will employ the following resources to continue organizing the measures given below:

- Trained and experienced faculty for meeting the student-specific special education needs.
- Implementation of high security standards under supervision of alert and aware staff.
- Child friendly infrastructure, well equipped infirmary with male & female nursing attendants and clean and airy washrooms.
- Well established and fully functional counseling program

### **Measures for pupils' well being**

- Workshops on topics related to health, personal care and hygiene, personal safety, cyber crime, peer and examination pressure, etc.
- Counseling sessions by child/school counselor on group/individual basis to attend to and monitor behavioral patterns and specific aptitudes of students; identify deviations from the norms and take remedial/corrective measures (ensuring mental health and well-being).
- Career Counseling sessions under the guidance of qualified professionals and scientifically designed tests for accurate skill identification and choice of stream.
- Provide first class education with a broad, participative and balanced curriculum to enable all our children to achieve their true potential, so that they reach the highest possible standards in everything they undertake.

### **Special learning needs assessment and plan of action**

The school is sensitive towards students who have special learning needs and it proactively design and implement policies to measure up to the standards of quality inclusive education. The process through which it can be realised is elucidated below.

#### **Procedure:**

- **Identification by the teacher, referral to the counsellor and procurement of parent's consent**

Teachers are trained by internal and external resource personnel for this purpose. Such sessions will be periodically held to update the knowledge of the teachers.

- **Application of Symptom checklist based on standardised psychometric tools**

It purports to screen the student further analysis (of their note books work, reading, writing skills and mathematical competencies).

- **Interventions/Remediation:** It is based on the nature of problem, and provided in the form of:
- Intense one to one academic guidance session with teacher or special educator in case of problem fall short of meeting diagnostic criteria.
- Referral counselling and individualised educational program (IEP) in case where problem meets the diagnostic criteria. Parents would be advised to go for confirm diagnosis and certification from the specialist.
- Special actions like (i)differential instructions in the class room, sessions with special educator and counsellor(ii)educating parents about nature of disability and the provisions by the board for the student with special need (iii) providing exemptions and concessions as per CBSE guidelines in internal assessments(iv)promptly forwarding application of the parents for concession to the board.(v)providing other support systems e.g. study material, accommodation, modification or adaption in curriculum or educational environment in the school.
- **Review of remedial plan and Individualized education program**

All the interventional actions will always be in compliance with the spirit of inclusive education.

## **10. Addressing diversity in the classroom**

Classrooms present myriad of diversities, therefore, every year school evolve educating procedures to cater to this need. It will help in profiling the student, subsequently, lead to special arrangements which would be made to appreciate diversity and promote equity in the classroom and beyond. Scheme for taking care of diversity in class is presented below:

### **Knowing the students**

School has planned to understand and acknowledge diversity right from incumbency of the students in the school. Elaborate data to be collected by admission executive:

#### **Administrative department**

1. Data accumulation about the student from parents, pervious school records and performance in the entrance test/interaction with the teacher.
2. Information about the background and family composition.

#### **Academic department**

1. Documented information would be shared with the department head and from there to the class teacher, who will disseminate the filtered (relevant for the subject teacher) information from there to the subject teacher and counselling unit.
2. Profiling of the student on the basis of behaviour in the classroom and activity classes (through observation and interaction).  
Other sources of information would be group personality test, learning style questionnaire (development of the questionnaire in the pipeline) and identification of prominent intelligence (out of eight intelligences).Availability of resources would impose limitation in implementation.
3. According to the profiling physical arrangements, individualised instructions (as per learning style), incorporation of prominent MI in the subject taught can be done.
4. Analysis at this level facilitates the identification of the student with special needs. These students are referred for the different procedure leading to a specified intervention plan.

#### **Additional activities**

- Sensitisation activities in the class (students can present information about their culture, faith region etc in the form of presentation or session)
- Special assemblies(already in practice)
- Session for teachers to promote cultural sensitive



## 13. Remedial Classes

### Classes I and II

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

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

### Classes III, IV and V

The significance and need of remedial in Primary classes may not be as grave as in classes VI and above but their requirement certainly cannot be ignored. Most of the students in Primary classes may not require heavy and rigorous remediation but they assuredly need regular, short yet comprehensive remedial sessions. The curriculum in these classes being lighter in content, is more fun, activity and experience based, therefore the number of students who require regular remediation is not very large but usually there is a different set of students who need remedial as a consequence of low attendance due to medical reasons or some unavoidable circumstances.

For such cases the teachers will be proactive in monitoring the attendance of the students and their academic performance. Remedial classes will be conducted subject wise in the zero period on every Thursday. Based on the weekly tests that will be conducted every Monday, those students will also be included whose performance in the tests is unsatisfactory. The time-table for subject wise weekly test and remedial classes to be followed in the session 2019-20 has been prepared by the Time-table In-charge as per the instructions of the Principal and will come in effect from the second week of April.

The list of students who have been recognised as ones who need regular support in their learning as a consequence of any kind of learning disability has been prepared by the Counsellor and will be updated periodically for the new students. These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Special Educator will also conduct class wise remedial sessions at least thrice a week to fulfil the special needs of those students whose needs are not met in the class remedial sessions.

## **Classes VI, VII and VIII**

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of teaching learning process. For this year, the remedial planning is done in a more strategic manner taking into the consideration of last year reports and more workable as well as practical approach which will be followed to bring more authentic results for the students and right amount of learning will 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 by the end of the year
- Classroom participation as well as participating in group discussions
- Submission of work on time. Self initiative for any task assigned in the class.
- Responding to the questions directly asked by the concern subject teachers.
- Certain pattern of work seen in the notebooks along with class test performance
- Asking for doubts or clarification of the concepts taught in the class.

After Analysing 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 subjects with more individual attention given to them in a smaller group.

### **Guidelines for teachers for academically low performers.**

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

After Term 1 the children who show progress will be part of the regular classroom and would be monitored on fortnightly bases in order to ensure that consistency is there in their academic progress. The students whose progress would not be up to the mark more strategic plan will be implemented for them in Term 2.

### **Guideline for the same is as follow**

- Student's goals will be made high but attainable along with the ways to find the intrinsic motivation
- Controlled practice will be given to the students for the concept taught on weekly bases.
- Students will be taken for some more special test to check for their IQ levels.
- Moderation of test papers, more time devotion during pen and paper test will be given.

Further to the above mentioned those will be taken under special educator along with the teacher intervention to bring the academic results for the students as per the class level.

## **Classes IX and X**

Holy Cross School includes the Remedial classes with the routine subject classes to identify and improve wherever a student shows the scope for improvement. Keeping in line with the same, the following is the remedial plan for session 2023-24.

- 1) Students' identification (first week of April) will be done on the basis of
  - i) Previous teacher's feedback
  - ii) Response in class
  - iii) Oral tests
  - iv) Participation in class discussions
- 2) Two remedial classes will take place every week – one for assessing the students and another to reiterate the important points for remembering.
- 3) Those students, who have a pattern in making mistakes while answering, or some particular dislike about a subject and proficiency in other subjects will be identified by the subject teachers so that they can plan remedial for them.
- 4) Cases of the students with particular learning difficulties will be identified before the summer break and information will be given to the student's counselor.
- 5) The teachers will focus more on the practical aspects of the theoretical knowledge to increase the interest of the students in that particular subject.
- 6) A 5 minute doubt clarification session will be included in the regular classes.
- 7) After the first Unit tests, July' 23 the subject teachers will find out the students who have performed below average and match it with their previous performance.
- 8) The parents of those students who have performed below average, will be informed about better ways learning/understanding the concepts during Parent Teacher's meeting, they'll also be asked to keep vigilance about the study routine of the student at home.
- 9) The teachers will make a special remedial plan for students who could not perform well.
- 10) These special remedial classes will be conducted for 4 months, scheduled in the Zero period and after class hours.
- 11) The efficacy of the remedial classes will be checked in the half yearly examinations. If the students have performed better than the same, two classes a week will continue. If they have not performed better, more special remedial classes will be planned.
- 12) For class IX, the science and maths teachers will take more concept clarification sessions in their normal teaching schedule.
- 13) For class X, after the preboard I and II, special remedial classes will be conducted for the students who could not perform well. Model question papers will be given in all the subjects so that they can get a good practice.

## **REMEDIAL FOR CLASSES XI AND XII**

The annual remedial Plan is a part of the school planning for the enhancement of students which caters to their need in a process to uplift their academics. The planning is made for students in two broad categories as follows:

1. Students Identified in the beginning of the session.
2. Appearing Board Students.

The Remedial Plan is incorporated by the identification of students in the beginning of the session.

Identification of students is done along the lines as – the academic performance in the previous year, their feedback given by the Class Teacher, along with their general behaviour and other aspects related to academics.

Remedial for identified students:

- Utilization of the Zero Period in the timetable for the remedial classes will be done for these students. On regular basis there will be remedial classes for these students who have been identified by the subject teacher and class teacher.
- Doubt Clarification for specific lesson will be arranged for the students.
- Worksheets will be designed for the students for the identified portion by the teacher.
- Peer teaching in the classroom to enhance the student's capacity of grasping and co-relating to the topic.
- Short periodic tests to be taken for the students.
- Feedback and remediation given to the student for his/her improvement.
- Focus on key words and sentence structure in writing answers will be taught to students, prioritizing the word limit required for each answer.

#### **Board students: (Class XII)**

- Assured portion from the syllabus to be explained for the students with specific guidelines.
- Worksheet to be given on specific topics prepared by the subject teacher
- Higher order thinking skill questions to be discussed in class.
- Focus on questions which carry weightage.
- Teachers will develop question banks for the students, for the assured portion.
- Value points/Key words/improving expression and writing skills through practice papers.
- Doubt clarification session for the assured portion each subject.
- Important topics from Board question paper, solution in class along with key points.
- Short periodic tests to assess the concept building in students.
- Solving of Practice paper and sample paper in a given time period, which will help the students to complete the answers in a time bound manner.
- Working on the presentation of answer along with handwriting such as taking care of specific issues- Spacing, margins, structure of the answer, word limit of answer as per the weightage of question.
- Feed back through remediation to be given to students for his/her improvement.

14. Preservation & Conservation – Activity Plan of Action Session 2023-2024  
**GAMES AND TALENT SEARCH COMPETITIONS IN THE SESSION 2023-24**  
**FOR PRE PRIMARY**

## **Talent Search Competitions & Celebrations**

|                                       |                              |
|---------------------------------------|------------------------------|
| • Solo Song                           | 1. Mazdoor Diwas             |
| • Poem and rhymes (Eng.)              | 2. Independence Day          |
| • Poem and rhymes (Hindi)             | 3. Teacher's Day             |
| • Solo Dance                          | 4. School Feast (Holy Cross) |
| • Drawing Competition                 | 5. Raksha Bandhan            |
| • Speech Competition (Eng.)           | 6. Dashera                   |
| • Speech Competition (Hindi)          | 7. Deepawali                 |
| • Spelling Competition (Eng.)         | 8. Achiever's Day            |
| • Spelling Competition (Hindi)        | 9. Children's Day            |
| • Fancy Dress Competition             | 10. Sports Day               |
| • Calligraphy (Eng.)                  | 11. Annual Day               |
| • Calligraphy (Hindi)                 | 12. UKG's Farewell           |
| • Story Telling (Eng.)                | 13. Craft Exhibition         |
| • Story Telling (Hindi)               | 14. Christmas Celebration    |
| • Skit Competition                    |                              |
| • Smile Competition                   |                              |
| • Flower Arrangement                  |                              |
| • National Anthem Singing Competition |                              |



**FOR PRIMARY AND HIGH SCHOOL**

**GAMES AND TALENT SEARCH COMPETITIONS  
IN THE SESSION 2023-24**

**APRIL**

| <b>Activity</b>     | <b>Class</b> |
|---------------------|--------------|
| English Calligraphy | I - V        |
| Hindi Calligraphy   | I - V        |
| English Elocution   | VI - XII     |
| Poster Making       | VI - XII     |
| English Spelling    | I - V        |
| Hindi Spelling      | I - V        |

**JUNE**

| <b>Activity</b>        | <b>Class</b> |
|------------------------|--------------|
| Volleyball (Jr. Girls) |              |
| Football (Jr. Boys)    |              |
| English Essay Writing  | VI - XII     |
| Solo Dance             | I - II       |
| Solo Dance             | III - V      |
| Volleyball (Sr. Girls) |              |
| Football (Sr. Boys)    |              |
| Fancy Dress            | I - II       |

**JULY**

| <b>Activity</b>           | <b>Class</b> |
|---------------------------|--------------|
| Football (Sr. & Jr. Boys) |              |
| Kho-Kho (Sr. Girls)       |              |
| Fancy Dress               | III - V      |
| English Poem Recitation   | I - II       |
| English Poem Recitation   | III - V      |
| Volleyball (Sr. Boys)     |              |
| Basketball (Girls)        |              |
| Hindi Speech              | III - V      |
| Basketball (Boys)         |              |
| Kho-Kho (Jr. Girls)       |              |
| Kho-Kho (Jr. & Sr. Boys)  |              |
| English Speech            | III - V      |

**AUGUST**

| <b>Activity</b>          | <b>Class</b> |
|--------------------------|--------------|
| English Essay            | III - V      |
| Hindi Essay              | III - V      |
| Solo Song & Instrumental | VI - XII     |
| Solo Dance               | VI - XI      |
| Poster Making            | III - V      |

**SEPTEMBER**

| <b>Activity</b>  | <b>Class</b> |
|------------------|--------------|
| Quiz (Sr. & Jr.) |              |

**OCTOBER**

| <b>Activity</b>           | <b>Class</b> |
|---------------------------|--------------|
| Badminton (Boys/Girls)    |              |
| Table Tennis (Boys/Girls) |              |

**NOVEMBER**

| <b>Activity</b>                  | <b>Class</b> |
|----------------------------------|--------------|
| Cultural & Academic Competitions |              |

**DECEMBER**

| <b>Activity</b>                         | <b>Class</b> |
|---|--------------|
| Golden Jubilee Program<br>(Pre Primary) |              |
| Golden Jubilee Program (Primary)        |              |
| Golden Jubilee Program<br>(High School) |              |

### **SPECIAL ACTIVITIES DAYS (SESSION: 2023-2024)**

| <b>Days</b> | <b>Important Day</b>                              |
|-------------|---|
| 28.04.2023  | World Day for Safety and Health at Work           |
| 08.05.2023  | World Red Cross Day, World Thalassaemia Day       |
| 09.05.2023  | Mother's Day                                      |
| 12.05.2023  | International Nurses Day                          |
| 15.05.2023  | International Day of the Family                   |
| 24.05.2023  | Commonwealth Day                                  |
| 05.06.2023  | World Environment Day                             |
| 07.06.2023  | World Food Safety Day                             |
| 12.06.2023  | Anti-Child Labor Day                              |
| 18.06.2023  | Father's Day                                      |
| 20.06.2023  | World Refugee Day                                 |
| 01.07.2023  | Doctor's Day                                      |
| 18.07.2023  | International Nelson Mandela Day                  |
| 09.08.2023  | Quit India Day                                    |
| 12.08.2023  | International Youth Day                           |
| 29.08.2023  | National Sports Day                               |
| 02.10.2023  | Gandhi Jayanti, International Day of Non-Violence |
| 09.10.2023  | World Post Office Day                             |
| 10.10.2023  | World Mental Health Day/National Post Day         |
| 01.12.2023  | World AIDS Day                                    |
| 14.12.2023  | World Energy Conservation Day                     |
| 04.02.2024  | World Cancer Day                                  |
| 05.02.2024  | Safer Internet Day                                |
| 13.02.2024  | World Radio Day/ National Women's Day             |
| 28.02.2024  | National Science Day                              |
| 29.02.2024  | Rare Disease Day                                  |
| 01.03.2024  | Zero Discrimination Day                           |
| 03.03.2024  | World Wildlife Day/ World Hearing Day             |

Experiencing success or being recognized for a contribution in a co-curricular activity can greatly improve students' self-esteem. Oftentimes, this can have a positive impact on performance in the classroom as well. Co-curricular activities give students opportunities to be active in their communities and to take their learning beyond the classroom. This, in turn, helps students do better academically and be better prepared for the next stage in their life.

## **15. Community Outreach Programme**

The objective of a school is not only to impart education but also to create responsible citizens who understand their duties towards the society they live in and what optimum contributions could be made for its upliftment. Holy Cross School understands its commitment towards the well being of the society and in turn is taking various steps through its community outreach programme to better its condition and meet the needs of the underprivileged.

### **Brief synopsis of past / activities**

- Free schooling of the under privileged are taken care in two schools:
  - R.C Mission School, Kurmidih
  - Prabhat Tara School in Balidih.
- Students visit slum areas and conduct classes for children there, distribute books and stationery and create awareness on importance of health and hygiene.
- The school initiates health drives, blood donation camps and arranges for distribution of mosquito nets, sanitary and personal hygiene products to help prevention of major diseases through interact club under the guidance of Mrs. Candida.
- Monetary help is given to leprosy center run by "Missionaries of charity" at Mansa gate near Railway Station.
- 15 students of St. Louis School, Balidih are given financial support for education every year.
- Environment awareness is created by the students of Taru Mitra Club by plantation and water harvesting.



## 16. Supporting activities

Holy Cross School has a well-drafted plan for co-curricular activities through the year, which is reflected in the Calendar published at the beginning of the academic session. **The calendar carried details of class competitions, inter-house competitions, special days and celebrations as well as mega events and functions.** In addition to the calendar activities, a number of other supportive activities are organized through the year to enhance the learning of the students and to give them wider and meaningful exposure. The same pattern will be followed this year. In addition to the calendar events (already planned), the following supportive activities will be arranged.

1. Field trips- at least two in a year per Class per section. These trips will be mapped to the curriculum, the plan for which will be prepared in detail by the field trip Incharge to be duly vetted by the Coordinator and Principal. The field trips will be followed by in-class activity to help them relate the theory with real-life experiences.
2. Awareness for students on subjects
  - Road Safety - Guest lecture
  - Constitution of India - Student visited State Legislative Assembly
  - Water Conservation - Learn from Real Life experience
  - Cyber Safety - Awareness session
  - Cyber Security - Awareness session
  - Health hygiene and Sanitation - Workshop
3. Career awareness and career development sessions for senior students on the following areas-
  - Education abroad
  - Separate sessions for preparation for competitive examination like CLAT, NEET, JEE, SAT, Etc.
  - Upcoming careers
  - Job scenario in India and abroad
  - Application process for reputed colleges in India and abroad