

City Pride School

Annual Pedagogical Plan

2023-24

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1. School Details

Name:City Pride School

Address: HS2, Sector-27 A, Opposite Sant Tukaram Garden,
Nigdi, Pradhikaran, Pune- 411044,

Affiliation no: 1130180

School code no: 30211

Year of affiliation 2009 - 2022

Phone No: 07276035596.

Email Id: info@cityprideschool.com

Website: www.cityprideschoolnigdi.org

Name of the Principal: Mrs. Maya Sawant

Contact No: 07276035596

2. Basic information of the school

City Pride School is promoted, established & run by "Audyogik Tantra Shikshan Sanstha" popularly known as A.T.S.S.

City Pride School is affiliated to CBSE Board. The school has classes from Jr. KG to 12th standard. The school is Re-Accredited by National Board of Education & Training (NABET).

- The school received an “Excellence Award” for its Best Technology practices in School Education from Govt. of Maharashtra.
- The school also received the “International School Award” from British Council for its International Connectivity.
- The school has won the “Ideal School Award” from PCMC for all round development of students and for its highest credibility in society and highest quality standard.
- The Finland based Council for creative Education has certified City Pride School as “Creative School” for the innovative creative practices at school.
- The School Received “Best Performing School Trophy ” for having the highest number of medals in the prestigious competition of Dr. Homi Bhabha BalVaidnyanik Competition conducted by Mumbai Science Teachers’ Association for three consecutive years.
- For the excellent performance in Indian Talent exam our school is awarded with “Golden School Award” at National level.
- In the Pre Upper Primary State Government Scholarship Examination Std V, we are fortunate to have four ranks, with one student bagging the 2nd State Rank and the City Topper in CBSE State Merit List and another student of Standard VIII bagging 3rd State rank and City Topper in Pre Secondary Scholarship Examination.
- A survey carried out by the Dexter Consultancy Private Ltd, to appreciate the best institutions of Pune . In the zone wise survey City Pride School stands as the finest institution ranking **1st for its National Curriculum**.

The Government of India had set up the Atal Innovation Mission (AIM) at NITI Aayog for the establishment of Atal Tinkering Laboratories (ATL). Out of 13000 schools who applied, 250 schools were selected all over India. City Pride School being one of them. The Government has set up ATL Lab in our school. This space will cultivate the spirit of curiosity and innovations in young minds.

3. Vision, Mission and Focus of the school

3.1 Vision

To develop children into enlightened citizens of tomorrow “REACHING NEW HEIGHTS”

3.2 Mission

City Pride School will emphasize on quality education in a facilitative, challenging and positive environment, encouraging sharing and caring so as to make dynamic, inquisitive and rational individuals who display high self-esteem and a sense of morality

3.3 Focus of the school

Every child is unique in its own way. City Pride School believes in a distinct culture in the cradle of which, children progressively acquire good traits, habits, life skills along with promising education.

Besides honour, faith and excellence, it also upholds the essence of Indian culture and heritage as well as keeping its doors open to modern thought and scientific outlook. The aim of the school is to create free and motivating atmosphere to inculcate knowledge, spirit of Nationalism, brotherhood, sense of belongingness, sense of discipline, general manners and refined tastes.

Our School strives to attain excellence in a happy, caring, secure and dynamic community, where we all have the opportunity to achieve our highest potential in life. We believe our first responsibility towards our children is to meet their needs and to provide outstanding opportunities to them. We provide a range of educational and social experiences appropriate to the age, ability and needs of our students.

The school is committed to honesty and responsibility in all relationships, respecting the rights of individuals and stressing the importance of social awareness and sensitivity. We create opportunities for every individual in the school community to develop up to his or her maximum potential. We provide resources to ensure maximum educational benefit.

4. Culture & Key strengths of the school

4.1 Culture of the school

The school takes sincere efforts to do its best for children and we endeavour to create a caring environment, within which each child is regarded as an individual and valued for his/her own unique qualities. We wish that the child is happy, secure, relaxed and confident in his/her interaction with people, ideas & environment and is encouraged & helped to achieve the best of his/her ability throughout the learning experiences.

We strive to keep parents informed as fully as possible about their child's progress and achievements. Students are encouraged to participate in different fields & extra-curricular activities, various inter- school and inter-class competitions.

The education system in our school aims at helping students in understanding the facts by working hands-on, applying simpler & investigative learning way so as to arouse interest & develop better understanding in their subject.

We ensure that students are socially conscious. Various environment protection activities are taken up by school which involves active participation by students. The innovative thoughts make the children ready for 'out-of -box' thinking and also helps in developing their all round personalities. The school provides soft skill training to students for building their confidence, communication and leadership skills. The Eloquest club in the school aims at preparing students for administrative services . The students regularly work a group projects , undergo summer internships and make amazing presentations of their work. We create and sustain a professional learning environment by adopting philosophy of continuous improvement in every aspect of the school.

4.2 Key strengths of the school

Temple of Knowledge-

- Where Learning is an integrated activity and encourages children to link it with their everyday lives in some way
- Which promotes thought which encourages creative thinking
- Where learning builds capacity to create new knowledge
- Where logical, analytical, quantitative and problem solving skills are developed.
- Where there is transparency maintained with all the stakeholders

5.

School Academic Performance

Every year school has excelled in its performance with 100% results

(Last 9 years at a glance)

Particulars	Name of the Topper	Percentage	10 CGPA	Between 9 CGPA- 10 CGPA	Below 9 CGPA	Total number of students
2012-13	Sanjeev Grampurohit	94.80%	7 students	17 students	17 students	41 students
2013-14	Govind Menon	98.40%	31 students	33 students	23 students	87 students
2014-15	Disha Gupta	98%	18 students	32 students	35 Students	85 Students
2015-16	Avni Jain	98.80%	34 students	28 students	24 students	86 students
2016-17	Vinaya Nair	99%	28 Students	26 Students	33 Students	87 Students

Particulars	Name of the Topper	Percentage	90%-100%	80%-90%	70%-79%	60%-70%	No. of students
2017-18	Yash Rajesh Kulkarni	97.20%	34	29	20	3	86 students
2018-19	Saket Uttam Dhore	97.08%	53	18	10	2	83 students
2019-20	Vedant Talegaonkar	98.8%	89	31	9	3	134 students
Particulars	Name of the Topper	Percentage	95%-100%	90%-95%	85%-90%	75%-85%	No. of students
2020-21	Borkar Tanishq Nilesh	99.4 %	49	51	21	32	163 students
2021-22	Mrunmayee Mane	99.2%	80	45			163 students
2022-23	Gaikwad Sayali	97.62%	19	53	33	30	158 students

6. Staff and Students details

6.1 Students details:

Class	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
No of Sections	4	4	4	4	4	4	4	4	4	4	40
No. of Students	159	162	161	160	159	159	160	160	156	158	1594

6.2 Staff details:

Sr. No	Designation	Total
1	Principal	1
2	Vice-Principal	1
3	PGT	5
4	TGT	40
5	PRT	30
6	WET	13
7	PTI	6
8	Special Educator	1
9	Counselor	1
10	Wellness Teacher	1
11	Soft Skill Trainer	1
12	AO	1
13	Librarian	2
14	Lab Technician	1
15	System Admin	2
16	PRO	1
17	Accountant	1
18	Transport Incharge	1
19	Account Assistant	1
20	Office Assistant	2
21	Nurse	1
22	Peon	41
21	Gardener	1
22	Drivers	7

7. Stakeholders and Statutory & Regulatory bodies

7.1 Stakeholders

The following are the stakeholders of the school

- a. Students
- b. Parents
- c. Teaching and nonteaching staff
- d. School Management committee
- e. Core committee

7.2 Statutory and regulatory bodies

1	Central Board of Secondary Education	The school is Affiliated to CBSE (Affiliation 1130180)
2	Pimpri Chinchwad Municipal Corporation	The school follows all the norms put forth by PCMC Education Dept.
3	Road Transport Office (RTO)	The school has formed a Transport Committee
4	Provident Fund (PF)	The school employees avail the facility of PF Deduction
5	Income Tax Office	The school provides the required form for Tax deduction

8. School Management Committee

Sr.No.	Name	Designation
1	Ms. Maya Sawant	Member Secretary
2	Mr. Vinayak Shinde	Parent Of City Pride School
3	Ms. Renu Inamdar	Parent of City Pride School
4	Ms. Nisha Panicker	Teacher of City Pride School
5	Ms. Netre Kulkarni	Vice Principal of City Pride School
6	Ms. Sushma Bhure	Teacher of Other School
7	Ms. Priti Khandelwal	Teacher of other School
8	Mrs. Sangeeta Gutain	Principal of Other School
9	Mr. A. K. Mishra	Principal of other School
10	Dr [Mrs] Ashwini Kulkarni	Trust Representative
11	Mr. Dhananjay Chowdhary	Member nominated by Trust
12	Mr. Arvind Natu	Member nominated by Trust
13	Dr [Mrs] Deepali Sawai	Member nominated by Trust
14	Mrs. Vaishali Harugade	Member nominated by Trust

9. Committees and Departments

9.1 Core Committee

The core committee comprises of 12 members who hold key positions in the school. The committee meets once in two months. The committee discusses and approves various plans for the better functioning of the school. The committee sets the goals and academic objectives to be achieved. The various action plans are prepared and executed by the various departments and committees accordingly. The committee takes into account the suggestions given by the stakeholders.

NAME	DESIGNATION
Dr.Ashwini.Kulkarni	Secretary
Dr.Deepali.Sawai	Management Representative
Ms.Maya.Sawant	Principal
Ms.Netre Kulkarni	Vice-Principal
Ms.Nisha.Panicker	Supervisor
Ms.Vaishali.Harugade	Accreditation Coordinator
Ms.Mrinalini.Gholap	Coordinator(IX-X)
Ms.Leena.Mahajan	Coordinator(VII-VIII)
Ms.Lubna shaikh	Coordinator(V-VI)
Ms.Smitha Rajit	Coordinator(III-IV)
Ms.Christina Dsousa	Coordinator(I-II)
Ms.Varsha.Ahire	Coordinator(Pre primary)
Ms.Nilima.Palse	Administrative Officer

9.2 List of Departments

Sr. No	Name of the Department
1.	English
2	Hindi
3	Marathi and Sanskrit
4	German
5	Mathematics
6	Science
7	Social Science
8	Computer
9	Art and Craft
10	Soft Skill and counseling
11	Sports
12	Work Education

8.1 List of Committees

Sr. No	Name of committees
1	Core
2	Curriculum Committee
3	Pedagogical Plan Committee
4	Complaint handling
5	Substitution
6	Infrastructure
7	Health, safety and security
8	Transport
9	Daily routine
10	Topschool
11	Website
12	Competitive
13	Intra school
14	Inter-school
15	Cultural
16	Library
17	Student council
18	School Journalism
19	Breakfast
20	Field visit
21	Exam
22	Self-assessment
23	Display board
24	Environment

9 Protection Of Children from Sexual Offences (POSCO) Committee

SR. NO.	DESIGNATION	NAME OF THE MEMBER
1	Principal - Chairman	Ms. Maya Sawant
2	Teacher - Vice-Chairman	Ms. Netre Kulkarni
3	Management Representative	Ms. Mrinalini Gholap
4	Counsellor	Dr. Amrapali Dumbre
5	Special Educator	Ms. Swati Patil
6	Parent (Male child)	Dr. Vidyadhar Kumbhar
7	Parent (Female child)	Mrs. Rani Mukesh Kumar Singh
8	Girl student from higher standard	Ms. Gargi Khair
9	Boy student from higher standard	Mas. Aarush Solanki
10	NGO Representative	Mrs. Prajakta Rudrawar
11	Teacher (male)	Mr. Nilesh Ugade
12	Teacher (female)	Ms. Rasika Kulkarni
13	Non-teaching staff	Ms. Banti Mishra

10 Prevention Of Sexual Harrasement (POSH) Committee

NO	DESIGNATION	NAME OF THE MEMBER
1	Presiding Officer	Ms. Maya Sawant
2	Parent (Male Child)	Dr. Gajanan Kale
3	Parent (Female Child)	Dr. Neha Salunke
4	Advocate	Adv. Dr. Rohit Surwase
5	Male member (Staff)	Mr. Jagdish Sonawane
6	Female member (Staff)	Ms. Syamala Dusane (Counsellor)
7	Male member (Class 4 employee)	Mr. Navnath Gade
8	Female member (Class 4 employee)	Mrs. Varsha Nalbodh
9	Management Representative	Ms. Vaishali Harugade
10	NGO Representative	Ms. Renu Inamdar

11 Yearly planner and Annual goals

11.1 Consultations and discussions held for preparing the yearly plan

The yearly plan is prepared taking into consideration the suggestions and opinions given by the stakeholders during meetings, open days, interaction days, closure meetings. Management and core meeting suggestions are also taken into consideration while designing the yearly plan.

Yearly Planner Std. I-VIII Annexure 1

Yearly Planner Std. IX-XI Annexure 2

11.2 Goals to be achieved

Annual goals:

- **Standardisation of Evaluation Pattern**
The objective is related to the mission of providing quality education in a facilitative and challenging environment. The evaluation is to be standardized taking into account the learning outcomes to be achieved, to cater the diversity and needs of the students. The papers to be set should be on the basis of 80% LOTS and 20% HOTS.
- **To sensitize students towards environment through Climate warrior program**
The objective is related to the mission of providing quality education in a facilitative and challenging environment to develop dynamic , rational individuals. The aim is to sensitize the students to be responsible towards the environment by conducting various activities.
- **To develop responsible , empathetic, collaborative citizens of tomorrow through Leader in me Program**
The objective is related to the mission of providing quality education in a facilitative and challenging environment to develop dynamic , rational individuals. The aim is to equip students with the essential leadership and life readiness skills they need to thrive in 21 st century .

Long term goals:

- Experiential learning.
- Develop logical & analytical skills (I-Qube)
- To develop 21st century skills -digital literacy.
- To streamline the interests of the students to choose their desired profession.
- Blended learning pattern.

12. Grades and subjects

Class	Scholastic Subjects
I	English, Hindi, Marathi, Maths, Science
II	English, Hindi, Marathi, Maths, Science
III	English, Hindi, Marathi, Maths, Science
IV	English, Hindi, Marathi, Maths, Science
V	English, Hindi, Marathi, Maths, Science
VI	English, Marathi, Hindi/ German/ Sanskrit, Maths, Science, SST
VII	English, Marathi, Hindi/ German/ Sanskrit, Maths, Science, SST
VIII	English, Marathi, Hindi/ German/ Sanskrit, Maths, Science, SST
IX	English, Hindi/Marathi/German/Sanskrit, Maths, Science, SST.
X	English, Hindi/Marathi/German/ Sanskrit, Maths, Science, SST.
XI	English, Physics, Chemistry, Maths, Informatics Practices
XII	English, Physics, Chemistry, Maths, Informatics Practices

Class	Co-scholastic Subjects
I	Physical Education, Art and Craft, Music/ Keyboard/Dance, Computer, GK.
II	Physical Education, Art and Craft, Music/ Keyboard/Dance, Computer, GK.
III	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, GK.
IV	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, G.K, Creya
V	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, G.K, Creya
VI	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, Drama, Work Education
VII	Physical Education, Art and Craft, Music/ Drums/ Dance, Computer, Discovery, Drama, Work Education
VIII	Physical Education, Art and Craft, Music/Keyboard/Dance, Computer, Discovery, Work Education
IX	Physical Education, Music/Keyboard/Dance Visual arts, Computer, Work Education.
X	Physical Education, Visual Arts, Computer, Work Education.
XI	Physical Education, General Studies.
XII	Physical Education, General Studies.

13. Economic and Academic Resources available

13.1 A. Economic Resources:

Non-recurring expenses are taken care by the parent trust.

Recurring expenses are managed through the collection of fees.

B. Academic Resources:

The teaching learning process is supported with text books, videos, power point presentations, Unit Plans, Teaching Aids and Educational Software.

13.2 Online teaching resources: MS Teams platform / Videos/ Power point presentations.

13.3 Other Learning Spaces (Experiential learning)

The school has developed additional learning spaces which give students hands on experiences and make learning more joyful and interesting.

“Atal Tinkering labs” at City Pride School

For actualizing Prime Minister’s dream of “Make in India” Government of India has selected and supported few promising schools in the country to develop “Atal Tinkering labs” as incubation centers.

The objective of these labs is to develop innovation and entrepreneurship skills in school children, City pride school is among those privileged schools in the country. School has developed state of art skill labs in various exciting “**STEAM**” areas as follows:

Name of the resource	Classes	Learning outcome
Robotics Lab	Class – VI- X	1. The well established Robotics lab enabled students to get training of robotics in depth up to programming level. 2. Students build Robots, programme them according to the tasks given.
Animation & Gaming Lab	Class – VI- X	1. The animation lab has been developed with high end hardware, software and accessories. 2. Students create animated films and games.
Advance mechanics lab	Class VI-X	1. School has developed mechanical engineering lab with the facility of Computer aided design . 2. The 3D printer in the school is used by students for manufacturing the actual prototypes of designs. 3. Various mechanical engineering concepts are strengthened through use of mechanical tools in this lab.

Fashion Design Lab	Class VI-X	1. The students design and stitch clothes & accessories in school, and display them on ramp in annual events.
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Name of the resource	Classes	Usefulness
Computer Labs	Class I- X	1. Computer labs and mobile laptops, are available with internet connectivity. 2. School uses computers as application tool for learning core subjects like mathematics integrated in the curriculum. 3. Regular Topic wise online tests make evaluation easy and effective. 4. The school holds prestigious interschool computer competition 'CyberChamps' in collaboration with Persistent Systems with participation from most prominent schools in and around Pune.
Science & Discovery Labs	Class III-X	1. The demonstrations in the science labs help the students to know how science is connected to their daily life situations. 2. This also stimulates their need to know more about their surroundings & how things work. 3. Through this initiative, students learn various scientific principles through enquiry based learning.
Art and craft labs	Class III-X	1. The art and craft lab in the school is filled with creative designs, craft work , paintings and artistic products. 2. The children are engaged in bringing creative ideas into reality.
Library	Class I - X	1. Creating reading habits since early childhood are very important as it helps to inculcate love for books in future. 2. The school has two well stocked libraries with thousands of books on various topics. The library has various magazines, reference books, CD collections for teachers and students. The "Avid reader" tag in our school entitles students to unbound usage of this treasure.

13.4 **Educational Software**

Following educational softwares support the teaching learning process:
Students - Teach Next, Educomp, STEAM, Topschool, Funtoot (For Std 6th),
Open Door (For Std 5th to 8th), Cambridge.

Teachers – Diksha, CBSE , Extra Marks , Cambridge ,Olabs, Shiksha Vanni

Parents - Topschool

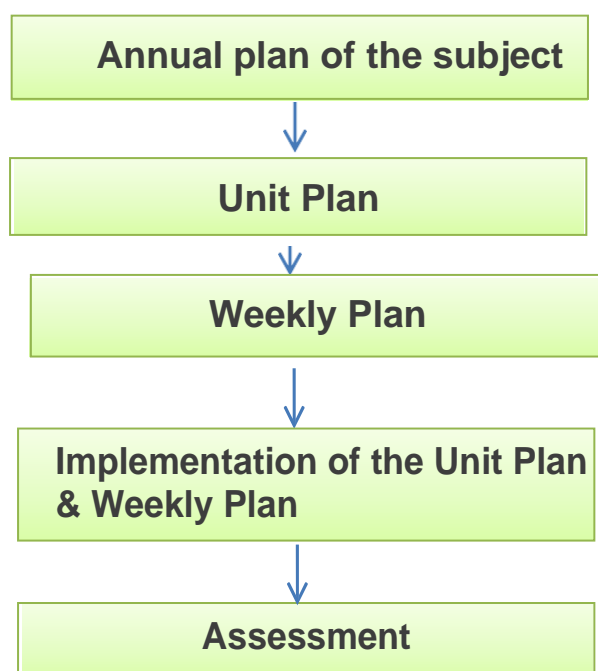
13.5 **Textbooks Resources**

Pre Primary section	Teach Next - textbooks
Std I-II , III	Teach Next - textbooks
Std IV –V	Oxford Publication
Std VI –VIII	Oxford Publication, NCERT text books
Std IX – X	NCERT textbooks

14. Pedagogical solutions

Planning

Every teacher follows the following plan to execute her teaching learning process:



Every teacher prepares her Unit plan keeping in mind the Objectives mentioned in Blooms Taxonomy. The teacher decides the learning outcomes to be achieved and designs the plan.

A template of the Annual plan, Unit plan & Weekly plan is given to all the teachers.

15. Environmental Protection Activities

Water conservation:

Water conservation is an important environment activity at City Pride School. This year water was the central theme around which all our activities were designed. We shared ideas and methods of water conservation and spread awareness among people through powada, skit play, dance performances and write-ups. Rain water harvesting is done at school. There are huge pipes connected from the rooftop to underground tank for harvesting rain water. This water is used for cleaning and gardening purpose.

Students are made aware of pollution caused while emersion of idol during festivals. They are taught to make eco-friendly idols so that emersion could be done at home.

Solid Waste Management

Segregation of waste

There is an arrangement of separate bins in class for wet and dry waste on each floor and in every class for segregation of waste. Students practice the same habit at home and spread awareness about the same.

Composting and Biogas: The wet waste is used for preparing compost and biogas in a set up placed in school

Plastic waste: Plastic waste collection drive is conducted in school to make eco-bricks which are used to make cemented structures in school.

Reduce the use of paper

Efforts are made to reduce the use of paper by adopting IT solutions

- The school uses top school portal for sending notices, announcements test marks etc. to reduce the use of paper.
- The election process for the school council of ministers is done using an app designed by our own students which also helps in saving paper.
- Staff utilizes both sides of the paper avoiding wastage of paper

Trees are planted by students in school, home and neighborhood

- Students plant medicinal and ornamental plants in school backyard and also in their neighborhood.
- They also prepare seed balls which are carried by them to field visits which help in growing plants in in other areas.

Energy Saving

- School uses energy saving and energy efficient electrical equipment in almost every class and in other areas.
- Students are taught good habits connected to energy saving at home as they perform electricity audit

Go Sharpener Activities

Students from our school participated in various activities on Go sharpener platform. The activities included poster making, participating in talks and discussions and animal care.

Projects

- Students participated in Eco Enzyme project where they prepared cleaning enzymes using fruit and vegetable peels, water and jaggery. The mixture is kept in shade for three months after which eco enzyme is produced.

- Students of class 5 have taken up a project to find leaking taps in the school campus and calculate the amount of water wasted. They will create awareness among students about it and find solutions to it.
- Students of the robotics department are making a noise sensing device which would alert the students when there is a lot of noise in the class. This will make them aware about noise pollution.

E Waste Collection Drive

Our school participated in E waste collection drive where students brought different types of E wastes which were collected and was handed over to Lion's Club of India.

Cleanliness rally

We conducted a cleanliness rally along with PCMC members on 2nd October. The students of class 6 participated in the rally which went along our nearby areas. They spread awareness regarding clean and green India using placards and slogans and cleaned the area.

Cleanliness rally was conducted on world environment day in tandem with the PCMC members and our students of class 6,7,8 and 9. They cleaned the environment, spread awareness by distributing pamphlets and speaking to the people around regarding it. They also took a pledge to keep the environment clean.

Old Clothes collection drive

School has planned for the collection of old clothes so that it could be reused by people who need it.

Paryavaran Sangrakshan Gatividhi.

School students are also participating in the PSG Quiz competition which will make them aware of the environmental issues.

16. Assessment tools and Rubrics

16.1 Assessment of aptitude

The school follows the CBSE pattern for assessment for Class X

Maximum marks per subject	100
Special Scheme for 2021-22	<ul style="list-style-type: none">• Academic session to be divided into 2 Terms with approximately 50% syllabus in each term• The syllabus for the board examination 2021-22 will be rationalized• Efforts will be made to make Internal Assessment/ Practical/ Project work more credible and valid
Curriculum Transaction	<ul style="list-style-type: none">• School will continue teaching in distance mode till the authorities permit in-person mode of teaching• Internal Assessment would include 3 periodic tests, student enrichment, portfolio and practical work/ speaking listening activities/ project.
Term I Examinations	<ul style="list-style-type: none">• At the end of the first term, the Board will organize Term I Examination in a flexible schedule to be conducted between November-December 2021.• The Question Paper will have Multiple Choice Questions (MCQ) including case-based MCQs and MCQs on assertion-reasoning type. Duration of test will be 90 minutes and it will cover only 50% of the entire syllabus.• Question Papers will be sent by the CBSE to schools along with marking scheme.• The exams will be conducted under the supervision of the External Center Superintendents and Observers appointed by CBSE.• The responses of students will be captured on OMR sheets which, after scanning may be directly uploaded at CBSE portal or alternatively may be evaluated and marks obtained will be uploaded by the school on the very same day.• Marks of the Term I Examination will contribute to the final overall score of students.

Term II Examination/ Year-end Examination	<ul style="list-style-type: none"> • At the end of the second term, the Board will organize Term II or Year-end Examination in a flexible schedule to be conducted between November-December 2023. • This examination would be held around March-April 2024 at the exam centers fixed by Board. • The paper will be of 2 hours duration and have questions of different formats (case-based/ situation based, open ended- short answer/ long answer type). • In case the situation is not conducive for normal descriptive examination a 90-minute MCQ based exam will be conducted at the end of the Term II also. • Marks of the Term II Examination would contribute to the final overall score.
Assessment / Examination as per different situations	<ul style="list-style-type: none"> • In case the situation of the pandemic improves and students are able to come to school or centers for taking the exams –Board would conduct Term I and Term II examinations at the schools/centers. • In case the situation of the pandemic forces complete closure of schools during November-December 2021, but Term II exams are held at schools or centers. • In case the situation of the pandemic forces complete closure of schools during March-April 2022, but Term I exams are held at schools or centers. • In case the situation of the pandemic forces complete closure of schools and Board conducted Term I and II exams are taken by the candidates from home in the session 2021-22. – Results would be computed on the basis of the Internal Assessment/Practical/Project Work and Theory marks of Term I and II exams.

The school follows the CBSE pattern for assessment for Class IX

Maximum marks per subject	100
Types of assessment	Internal Assessment Year-end exam/Board exam School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Year-end exam/Board exam:80 marks
Components of internal Assessment	Periodic Test (5 marks) Multiple assessment (5marks) (Quiz, oral test, concept map, exit cards, visual expressions etc.) Portfolio (5 marks) (Classwork, homework, peer assessment, self-assessment, reflection , narration, journals etc.) Subject Enrichment activity(5 marks) (Practical work for science, lab work for math, Map work and project work for social science, listening and speaking skills for languages.)

Assessment for Class V to VIII

Maximum marks per subject	100
Types of assessment	Internal Assessment Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearly exam/yearly exam:80 marks
Components of internal Assessment	Periodic Test (10 marks) Subject Enrichment (5 marks) Portfolio (5marks)

Assessment for Class III and IV

Maximum marks per subject	50
Types of assessment	Internal Assessment Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearly exam/yearly exam:30 marks
Components of internal Assessment	Periodic Test (10marks) Subject Enrichment (5 marks) Portfolio (5 marks)

Assessment for Class I to II

Maximum marks per subject	50
Types of assessment	Internal Assessment. Half yearly and yearly exam. School based assessment of Co- scholastic areas.
Marks distribution	Internal Assessment: 20 marks Half yearly exam/yearly exam:30 marks
Components of internal Assessment	Periodic Test (10marks) Subject Enrichment (5 marks) Portfolio (5 marks)

16.2 Assessment tools

Subject	Grades	Assessment tool
English	I-X	LSRW- Role play, dramatization, extempore, newspaper online activities, Interpreting information, language games, puzzles , debate and discussions, Narratives, reciting poems, Using media inputs , MCQ, Paper pen test, Multiple Assessment.
Hindi	I-X	LSRW- Role play, dramatization, newspaper clipping, Interpreting information, language games, puzzles , debate and discussions, Narratives, reciting poems, Using media inputs MCQ, Paper pen test, Multiple Assessment.
Marathi	I-X	LSRW- Role play, dramatization, newspaper clipping, Interpreting information, language games, puzzles, debate and discussions, Narratives, reciting poems, Using media inputs MCQ, Paper pen test, Multiple Assessment.
Mathematics	I-VIII	Mental Math, Viva, Hands on activity, Practicals MCQ, Paper pen test , SAS , Online test, Quiz.
	IX-X	Mental Math, Viva, Hands on activity, Practicals MCQ, Paper pen test, SAS , Quiz, Multiple Assessment.
Science	I-VIII	Viva, Hands on Activity, Practicals MCQ, Paper pen test, SAS , Online test, Quiz.
	IX-X	Hands on activity, Practicals MCQ, Paper pen test, Powerpoint presentation, Quiz, Multiple Assessment.
Social Sciences	VI-X	Map, Projects, Role play, Dramatisation, Debate. G.D , Online test, Quiz, Viva , peer assessment.

16.3 Subject enrichment activities assessment

Sr. No	Subject	Name of the activity	Rubrics
1	English	Speech Extempore	Speed – (1), Confidence (1), Pronunciation(1), Overall impact (2) Relevancy with the topic(82), Pronunciation and confidence(2), Overall impact (1)
2	Hindi	Recitation Reading	Pronunciation(2), Rhythm (2), confidence(1) Intonation (2), Fluency (2), Accuracy (1)
3	Math	Lab activity Mental math	Observation(2), Computing skills (2), Drawing skills (1) 5questions (1mark each)
4	EVS/Science	Project work Practicals	Creativity(2) Relevance(1) Expression(1) Neatness(1) Observation(1), Apparatus Handling(2) Calculation & Conclusion(2)
5	Social sciences	Map Work Debate and Discussion	Identification(2), Labelling and Accuracy(2), Presentation & Neatness (1) Participation(2), Knowledge(3)

17. Remediation plan

17.1 Remedial Plan

Requirement of remedial classes

Assessment of aptitude is done by using all the above mentioned assessment tools , analysis of the results subject wise, grade wise is done . The teachers prepare action plan with the help of the coordinators and the heads taking into consideration the need of each child. Based on the analysis remedial teaching is conducted. Different sets of question papers are prepared according to the diversified needs of the children.

Students who require remedial teaching are identified based on observation and performances in class test.

Remedial classes are taken after the school by respective teachers for the required subject.

REMEDIAL PLAN FOR STD 4 TO STD 10

STD	DAYS	Time
4 to 8	-	No Remedial
9 & 10	Tuesday and Thursday	2:30 pm to 3:30 pm

17.2. After school activities

Competitive Examination Coaching

City Pride believes in developing quantitative and analytical thinking of our students. The right way to do this is through various competitive examinations, quizzes and Olympiads at state and national level. School takes keen interest in preparing selected students of the school for various platforms such as state scholarships, mathematics exams, HomiBhabha science exam, National talent Search exams, various Olympiads right from primary level. The school has qualified experienced staff for such coaching at various levels.

Remedial classes

Special coaching sessions are taken after the school by respective teachers for the required subjects.

18. Staff Capacity Building

18.1 Assessment training needs of teachers and staff at all level Identification of training needs:

1. Appraisal forms are filled at the end of the academic year by teaching and non-teaching staff members.
2. Observations carried out by the coordinators and the head of the school enable to locate the training needs .
3. Training need identification formats are filled by the teachers and need analysis is done on the basis of which the trainings are decided.
4. Discussions with subject HOD's and feedback obtained helps in identifying the training needs.
5. Feedback obtained during staff meetings.

The teachers are enriched with training programs to improve their teaching skills & to adopt new techniques in their day to day teaching.

Due to the pandemic situation all CBSE workshops will be conducted online. Every teacher needs to attend and complete mandatory 10 training programs.

19. Pupil's well being

Safety of students is highest priority for school. All the required measures are taken to ensure the security of children which includes CCTV cameras at various locations of school, in classrooms and in school buses. We have attendants at every toilet, lady attendants in buses, pick-drop cards for parents. Safety drills, self-defense workshops & certification for students and counseling support. The school has installed fire safety system and Fire Safety drills are conducted regularly.

19.1 Guidelines for child's safety:

City Pride School adheres to the following norms as per Supreme Court guidelines on child safety.

- Authority Card is issued to all parents for pick up of their child from school or from the school bus at their respective stop in school hours.
- No minor female students is left alone with male staff.
- Cameras are already installed on the premises facing road, entry and exit, CCTV cameras inside the class rooms, labs, office and 13 in school bus.
- In case of emergency the school deposes custody of the child to a female teacher until the parent/guardian come and takes stock of the situation.
- Separate male/female toilets are there for students and both at a distant from each other.
- Female attendants (Tai) are appointed to monitor the toilets used by Students.
- Security guards are deployed at the entrance and exit gates during school hours.
- All areas of the school premises like class rooms, play-grounds, corridors, etc. are regularly monitored
- Floor duty and dispersal duty is given to teachers in rotations to monitor and keep an eye on all activities of kids arrival and departure during playtime, mealtimes, near toilets.
- Strict instructions are repeatedly given to the teachers that no child should be given dark room or solitary confinement punishments/ corporal punishments
- Counselors and wellness teachers are appointed to take care of concerns related to the students or their parents.
- Display Board regarding 'Dos & Dont's' is displayed in front of the School premises for Students, Teachers and Parents.
- Periodically or during their meetings with both teaching and non-teaching staff issues concerning safety matters of children are discussed and taken feedback from the staff is taken regularly.

- Staffs of reputed outsourced vendors in transport, security, and canteen sections are appointed. All the required documents are taken and verified.
- Group messaging system is already there through Top School Interactive Software.
- Flex on safety measures have been displayed within the school premises.

19.2 Health care inschool :

1. School has a fleet of cleaning staff for keeping the school campus neat and clean. Full time nurse is available in the campus.
2. Medical checkup is done for all the students.
3. Student's health cards are maintained.
4. Webinars for creating awareness on health and hygiene are conducted throughout the year. Separate sessions for daughter-mother and separate sessions for son-father are conducted every year by expertise people and doctors.

20. Supporting Activities

20.1 Co-curricular Activities

A] Development of different forms under Performing Arts

With our vision to develop aesthetic sense the school gives special emphasis on developing cultural and creative instincts among our children. Various creative clubs ensure systematic training for various forms of art like Bharatnatyam, Kathak, Western Dance, Harmonium, keyboard, Drums& singing.

B] Keeping in mind Art Integration, various visual and performing art activities will be conducted online.

1. Eco friendly Ganesh Making workshop – in the month of August.
2. Eco friendly Lantern making workshop – in the month of October.

20.2 Co-scholastic Activities

A] Sports & Physical Education :

Games and Exercises are an important means of recreation and helps in building team spirit and positivity. They refresh children and enable them to regain their lost energy. The school has an in-campus playground to bring out the sporting talents of children and to inculcate a spirit of sportsmanship.

B] SEWA Projects

Topics selected for SEWA projects are keeping in mind the pandemic situation.

List of SEWA Projects - Annexure – 6

C] Art Integrated and Sports Integrated Activities and Projects :

As per the CBSE manual the school will conduct Art and Sports integrated activities in the teaching learning process and also design Art Integrated projects connected to partner state – Odhisa.

List of Art Integrated Projects – Annexure - 7

21. Annual Celebrations and Events

Celebration of festivals and other important days.

ACADEMIC YEAR (2023-24)			
NO	DAY	DATE	EVENT
1	Thursday	29th June	Bakri Eid & Ashadi Ekadashi
2	Monday	3rd July	Guru Pournima
3	Saturday	22nd July	Muharram
4	Tuesday	15th August	Independence Day
5	Monday	21st August	Naagpanchami
6	Wednesday	30th August	Raksha Bandhan holiday
7	Thursday	31st August	Onam
8	Thursday	5th Sept	Teacher's Day
9	Sunday	7th Sept	Dahi Handi
10	Tuesday	19th September	Ganesh Chaturthi
11	Monday	2nd October	Gandhi Jayanti
12	Wednesday to Monday	18th to 23rd Oct	Navaratri Celebration
13	Monday & Tuesday	6th- 7th November	Diwali
14	Tuesday	14th Nov	Children's Day
15	Monday	27th November	Gurunanak Jayanti
16	Monday	25th December	Christmas
17	Monday	15th January	Makar Sankranti
18	Friday	26th January	Republic Day
19	Monday	19th February	Shivaji Jayanti
20	Friday	8th March	Mahashivratri/ Women's Day
21	Monday	25th March	Dhulivandan
22	Friday	29th March	Good Friday
23	Tuesday	9th April	Gudi Padva
24	Thursday	11th April	Ramadaz Eid
25	Sunday	14th April	Dr. Ambedkar Jayanti
26	Sunday	21st April	Mahavir Jayanti

22. Virtual Field visits

Field Visit Schedule-2023-24

Sr. No.	Std.	Day	Date	Field Visit Place (2023-24)
1.	I	Friday	30-Jun-23	Post Office.
2.		Thursday	31-Aug-23	Parle -G Factory.
3.		Tuesday	31-Oct-23	Plant Nursery/ Poultry House
1.	II	Friday	30-Jun-23	Holy Places.
2.		Thursday	31-Aug-23	Milkmade Bakery
3.		Tuesday	31-Oct-23	Ganesh Talav
1.	III	Saturday	24-Jun-23	Nachiket Baligram
2.		Saturday*	19-Aug-23	Science Park, chichwad/ 7 Wonder Garden
3.		Saturday	20-Jan-24	Fire Station, Nigdi/ Katraj Zoo
1.	IV	Saturday	24-Jun-23	Durga Tekdi, Nigdi.
2.		Saturday*	19-Aug-23	Traffic Park, Moshi.
3.		Saturday	20-Jan-24	Shree Keshar printers & Publishers, Chinchwad.
1.	V	Saturday	24-Jun-23	Aga Khan Palace
2.		Saturday*	19-Aug-23	Gagan water purifier, Talawade./The enchanted garden
3.		Saturday	20-Jan-24	Mahatma Phule, Museum/ Deaf dumb school
1.	VI	Saturday*	01-Jul-23	Gatha Mandir.
2.		Saturday	16-Sep -23	Deccan College/ New English School, Planetarium
3.		Saturday	17-Feb -24	Educational Metro Ride
1.	VII	Saturday*	01-Jul-23	Goradeshwar.
2.		Saturday	16-Sep -23	Artificial Limb Factory.
3.		Saturday	17-Feb -24	Sugar Factory/ Tribal Museum
1.	VIII	Saturday*	01-Jul-23	Museum based on fire extinguisher appliances.
2.		Saturday	16-Sep -23	Zoological Survey Of India, Nigdi.
3.		Saturday	17-Feb -24	Exhibition on Rocks and minerals, Fergusson college
1.	IX	Saturday	22-July-23	NCCS/ Goradeshwar/ Lohghad
2.		Sunday	27-Aug-23	NDA
1.	X	Saturday	22-July-23	Automobile Factory/ Tikona Fort
2.		Saturday	27-Aug-23	Meteorological Training Institute
1.	XI	Sunday	11-Sep-23	Goradeshwar.
1.	XII	Saturday	10-Sep-23	Tree Plantation, Lonavala.

23.Co-ordination with Parents, Community, Board

City pride school considers the parents as our family members!! They are the strongest pillars of our school. We are blessed with intelligent, enthusiastic and expert parents who believe in basic philosophy of our school.

“Connect to Inspire” is a platform through which school encourages parents to actively participate in various programs of school and thus inspires children in their areas of expertise.

The “Ice melting programme” is one such interesting event which establishes communication channel for new parents.

The “Parent Teacher Association” ensure that the significant pillars of school that is school management, teachers and parents work to gather and contribute for school development and improvement.

Parents can communicate with school through email, Topschool, WhatsApp. They can put in their suggestions in the suggestion box situated near the main office and also pen down their suggestions in registers kept in every class on interaction and open days. They can communicate on annual and closure meetings, interaction and report days and by sending note through school calendars. This year everything will be done online.

Due to pandemic situation, Communication with Board will be done through mail and by online mode.

24. Counseling

Counselors help children to overcome their emotional and social insecurities and to achieve better confidence in life. To cater to the learning difficulties seen among some children we have also introduced remedial coaching with the help of expert teachers.

The school conducts parent counseling sessions every year on various parenting issues by experts.

Soft Skill & Counseling Departmental Activities 2023- 24		
Social	Emotional	Parenting
Soft Skill activities are conducted for the Students from Std 6th - 10th taking into consideration the thinking, social and emotional skills of the students. Activities such as Peer Pressure, Empathy, Gratitude, Financial Literacy, Study Skills, Media Literacy, Presentation Skills, Group Discussions, Debate, Design Thinking, etc...	One-to-one Counselling sessions and Remedial coaching is provided to the students with learning difficulties and special needs alongwith the special educator.	Parenting sessions are conducted for the parents from LKG to Std 10th as per need of the age group such as positive parenting, adolescence changes, puberty session, etc...
Internship Activity is conducted for students of Std 10th to provide them an exposure of a professional working set up. Students visit the various organisation considering their interest criteria's such as hotel industry, Hospitals, NGOs, IT Companies, Manufacturing companies, etc...	Study skill techniques are imbibed in the students through soft skill and remedial session. Learning techniques can enhance the confidence of the students.	City Pride School has started with a unique platform - Connect to Inspire where the parents can share their expertise with the school in form webinars, by judging an event, mentoring students during internships, to interact with the students through a home visit activity, etc...
Home visit activity is done by the students of Std 9th is a Soft Skill Activity wherein the students visit our own parents' home and interact with them.	Counsellors have timely interaction with parents of the students with learning difficulties and special needs	
Collaboration with the Students of ZEP Rehabilitation Centre - Creative Art, Singing, Dance and Sports activities are conducted by the respective teachers for the special students alongwith the City Pride School students to develop empathy among the students and an innovative platform for the special students.	Webinars for students are conducted on various topics such as Time Management, Financial Literacy, Reading Habits, Study Skills, etc...	

<p>Student Council - Various activities and training are planned for the student ministers to build their leadership qualities. The school ministers actively participate in the school programs. Different responsibilities are assigned to the students - dispersal duties and committee duties. School ministers are elected every year from Std 6th – 10th alongwith the Head Boy, Head Girl, Member Secretary, Sports Secretaries, Cultural Secretaries from Std 9th</p>	<p>Aptitude testing and Career Counselling is conducted every year for the students of Std 10th. Various Webinars are planned for the students to orient them regarding different universities in India and Overseas which provides different career options.</p>	
<p>Journalism - School Journalist team is been trained to conduct interviews and execute it through their write ups or by podcasting the videos</p>	<p>Webinars for teachers are conducted on different topics such as Code of conduct, Inclusive Education, Happy Classrooms, etc...</p>	
<p>Eloquest - Students from Std 6th to 10th are trained for enhancing the General awareness through various activities and trainings.</p>		

25. Annexure

- | | |
|--------------------------------------------------------|------------|
| 1. Yearly Planner Std. I-VIII | Annexure 1 |
| 2. Yearly Planner Std. IX-X | Annexure 2 |
| 3. List of Sewa Projects | Annexure 3 |
| 4. List of Art Integrated Projects | Annexure 4 |
| 5. Annual Teaching Plan Format | Annexure 5 |
| 6. Unit Plan Format | Annexure 6 |
| 7. Weekly Teaching Plan Format | Annexure 7 |
| 8. Annual Pedagogical Plan for Leading Learning School | Annexure 8 |

CITY PRIDE SCHOOL
STD: I - VIII
YEARLY PLANNER 2023-24

CITY PRIDE SCHOOL STUDENT'S PLANNER 2023-24 (I To VIII)															HS2, Sector 27A, Pradhikaran, Nigdi, Pune 411044.Tel:7276035596 www.cityprideschool.com	
	APRIL 23	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL 24				
MONDAY									1			1	Short Vacation	MONDAY		
TUESDAY				1	INTRA SCHOOL Std 6 to 12 31.7.23 to 4.8.23				2	School Reopens		2		TUESDAY		
WEDNESDAY				2					3					3	WEDNESDAY	
THURSDAY				3					4					4	THURSDAY	
FRIDAY				4				5				5		FRIDAY		
SATURDAY	1	Working Saturday	3	Working Saturday	1		2	Interaction Day	3			6		SATURDAY		
SUNDAY	2		4		5		4	Open Day Term I Exam Std 1 to 8	2			7		SUNDAY		
MONDAY	3	New Academic Year Begins Std-1 to 8	5	School Reopens	3		5		3			8	New Academic Year Begins	MONDAY		
TUESDAY	4	Mahavir Jayanti Holiday	6		4	Open Door C2A2	6	Gandhi Jayanti Celebration	4			9	Gudi Padra Holiday	TUESDAY		
WEDNESDAY	5		7		5	Teacher's Day Celebration	7		5			10		WEDNESDAY		
THURSDAY	6		8		6	Open Door C2A2	8		6			11		THURSDAY		
FRIDAY	7	Good Friday Holiday	9		7	Dahihandi Celebration	9	Diwali Vacation	7			12		FRIDAY		
SATURDAY	8		10	Interaction Day	8		10	8.11.23 to 18.11.23	8			13		SATURDAY		
SUNDAY	9		11		9	Open Day PT 1 Std 1 to 8	11		9	Interaction Day		14		SUNDAY		
MONDAY	10		12		10		12		10			15		MONDAY		
TUESDAY	11		13	Open Door C1A2	11	Open Door C2A1	13	Term I Exam Std 1 to 8	11			16		TUESDAY		
WEDNESDAY	12		14	Open Door C1A2	12	Independence Day	14		12			17		WEDNESDAY		
THURSDAY	13		15		13	Open Door C2A1	15		13			18		THURSDAY		
FRIDAY	14	Dr.Ambedkar Jayanti-Holiday	16		14		16	9.10.23 to 18.10.23	14			19		FRIDAY		
SATURDAY	15		17		15		17		15			20		SATURDAY		
SUNDAY	16		18		16	Working Saturday	18		16	Working Saturday		21		SUNDAY		
MONDAY	17		19	Open Door C1A1	17		19		17			22		MONDAY		
TUESDAY	18		20	Open Door C1A1	18	Nagpanchami Celebration	20	School Reopens Term II Begins	18	Open Door C3A2		23		TUESDAY		
WEDNESDAY	19		21		19	Ganesh Chaturthi Holiday	21	Children's Day Celebrations Multi Colour Day	19	Open Door C3A2		24		WEDNESDAY		
THURSDAY	20		22		20		22		20			25		THURSDAY		
FRIDAY	21	Last Working Day Std 1 to 8 Literary Fest	23		21		23		21			26		FRIDAY		
SATURDAY	22		24	Working Saturday	22	Gauri Poojan Holiday	24		22			27		SATURDAY		
SUNDAY	23		25		23	Ganesh Idol Workshop & Working Saturday	25	Activity day & Lantern making Workshop	23			28		SUNDAY		
MONDAY	24	Summer Vacation Begins	26		24		26		24			29		MONDAY		
TUESDAY	25		27		25		27		25			30		TUESDAY		
WEDNESDAY	26		28		26		28		26			31		WEDNESDAY		
THURSDAY	27		29		27		29		27			31		THURSDAY		
FRIDAY	28		30		28		30		28			31		FRIDAY		
SATURDAY	29	Working Saturday		29	Working Saturday		29		29			31		SATURDAY		
SUNDAY	30		31		30		31		30			31		SUNDAY		

* This is a generic planner, certain holidays and events are subject to change.

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CITY PRIDE SCHOOL STD: IX & X
YEARLY PLANNER 2023-24

<div></div> <div><h1>CITY PRIDE SCHOOL STUDENT'S PLANNER 2023-24 (IX To XII)</h1><p>HS2, Sector 27A, Pradhikaran, Nigdi, Pune 411044.Tel:7276035596 www .cityprideschool.com</p></div>															
	APRIL 23	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL 24			
MONDAY				1	INTRA SCHOOL Std 6 to 12				1			1	MONDAY		
TUESDAY				2	31.7.23 to 4.8.23				2	School Reopens		2	TUESDAY		
WEDNESDAY				3	Weekly Test Eng / Bio				3			3	WEDNESDAY		
THURSDAY			1	4					4			4	THURSDAY		
FRIDAY			2				1		5		1	5	FRIDAY		
SATURDAY	1	Working Saturday & Interaction Day	3	Working Saturday	5		2	Interaction Day	6	Interaction Day Std -9 & 11	2	Business City Event	6	SATURDAY	
SUNDAY	2		4			3		3	7		3		SUNDAY		
MONDAY	3	New Academic Year Begins Std-9	5	School Reopens	3	Open Day UT-1 Std 12	2	Gandhi Jayanti Celebration	8		4	Classes Std 10 & 12 Start	8	New Academic Year Begins Std 9	MONDAY
TUESDAY	4	Mahavir Jayanti Holiday	6		4		5	Teacher's Day Celebration	9		5		9	Gudi Padva Holiday	TUESDAY
WEDNESDAY	5	Weekly Test Eng/ Bio	7		5		6	Weekly Test Eng / Bio	10		6		10		WEDNESDAY
THURSDAY	6		8		6		7	Dahi Handi Celebration	11		7		11	Ramzan Eid Holiday	THURSDAY
FRIDAY	7	Good Friday Holiday	9	Weekly Test Phy / His	7	Weekly Test Chem/ Math	11	Open Day Post Mid Term Exam- Std- 9	12	Open Day Prelim I Std 10 & 12	8	Mahashivratri Holiday	12		FRIDAY
SATURDAY	8		10	Working Saturday Interaction Day Std 12	8	Interaction Day Std 9,10,11	12	Open Day Post Mid Term Exam - Std- 10 & 11	13	Open Day Post Mid Term Exam - Std- 10 & 11	9	Working Saturday	13	Interaction Day	SATURDAY
SUNDAY	9		11		9		10	Mid Term Exam Std 9 to 12	14		10		14	Dr. Ambedkar Jayanti	SUNDAY
MONDAY	10		12		10		11	8.9.23 to 18.9.23	15		11		15		MONDAY
TUESDAY	11		13		11	Pre Mid Term Exam Std 9 & 10 12.6.23 to 16.8.23	12	Independence Day	16		12		16		TUESDAY
WEDNESDAY	12	Weekly Test Language/ Geog	14		12		13		17		13		17		WEDNESDAY
THURSDAY	13		15		13		14		18		14		18		THURSDAY
FRIDAY	14	Dr.Ambedkar Jayanti-Holiday	16		14		15		19		15		19		FRIDAY
SATURDAY	15		17		15		16	Working Saturday	20		16		20		SATURDAY
SUNDAY	16		18		16		17		21		17		21	Mahavir Jayanti Holiday	SUNDAY
MONDAY	17		19		17		18		22		18		22	Summer Vacation begins	MONDAY
TUESDAY	18		20		18		19	Ganesh Chaturthi Holiday	23		19		23		TUESDAY
WEDNESDAY	19		21		19		20		24		20		24		WEDNESDAY
THURSDAY	20	Weekly Test Chem/ Math	22		20	Weekly Test Phy / His	21		25		21		25		THURSDAY
FRIDAY	21	Literary Fest	23		21		22	Gauri Poojan Holiday	26		22		26		FRIDAY
SATURDAY	22		24		22	Working Saturday	23		27		23		27	Working Saturday	SATURDAY
SUNDAY	23		25		23		24		28		24		28		SUNDAY
MONDAY	24	Summer Vacation Begins	26		24	Unit Test 1 Std 11 24.7.23 to 28.7.23	25		29		25		29		MONDAY
TUESDAY	25		27		25		26		30		26		30		TUESDAY
WEDNESDAY	26		28		26		27		31		27		31		WEDNESDAY
THURSDAY	27		29	Bakri Eid Holiday	27		28				28				THURSDAY
FRIDAY	28		30		28		29				29				FRIDAY
SATURDAY	29	Working Saturday			29	Open Day Pre Mid Term Exam- Std- 9 Open Day Pre Mid Term Exam- Std- 10	30	Young Budding Scientist Competition			30				SATURDAY
SUNDAY	30				30		31				31				SUNDAY

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Annexure 3:
List of SEWA projects

Class	Name of the activity
Std I	Doing household chores.
Std II	Gardening
Std III	Reduce, Reuse , Recycle
Std IV	Self awareness in the pandemic
Std V	Plantation
Std VI	Resources for classroom Use and school use
Std VII	Waste Management - Green and blue Bins
Std VIII	Researching on Yoga, Running, jogging, dance, trekking, hiking, biking, cycling, camping as a part of planned projects
Std IX	Preparation of family budget and maintenance of daily household accounts Home water use audit, Project on indigenous methods of water conservation, Projects on understanding water pollution
Std X	First Aid: Awareness raising and demonstration. Resources for Classroom Use and School Use



Annexure 4:
CITY PRIDE SCHOOL
ART EDUCATION
ART INTEGRATED PROJECT – STD 10

Sr. No	Std	Title of Project	Subject	Learning outcomes
1	10	Advertisement on tourist spots in Odisha	English	<ul style="list-style-type: none"> • Explores different media to present the advert • Work in group which promotes teamwork • Shows creativity in application of acquired knowledge on Odishian sites and culture • awareness of rich heritage and cultural diversity in Odisha
2	10	Advertisement on any Food joint serving Odishian Food	English	<ul style="list-style-type: none"> • Explores different media to present the advert • Work in group which promotes teamwork • Shows creativity in application of acquired knowledge on Odishian cuisine and staple food • awareness of rich heritage and cultural diversity in Odisha
3	10	Advertisement on any Ethnic wear of Odisha	English	<ul style="list-style-type: none"> • Explores different media to present the advert • Work in group which promotes teamwork • Shows creativity in application of acquired knowledge on Odishian clothes and ethnic wear. • awareness of rich heritage and cultural diversity in Odisha
4	10	Advertisement on handicraft shop of odisha	English	<ul style="list-style-type: none"> • Explores different media to present the advert • Work in group which promotes teamwork • Shows creativity in application of acquired knowledge on Odishian handmade woodwork, pottery, bamboo work and so on • awareness of rich heritage and cultural diversity in Odisha

1	X	Visual representation on Maharashtra & Orissa like Literature , Culture Temples,	Marathi	Students shall be able to : <ol style="list-style-type: none"> 1. learn about the rich cultural heritage about Orissa and Maharashtra 2. present the topic in a comparative manner
		famous places ,Dress, Food, Dance ,Festivals, Famous writer ,scientists, Social worker etc.		<ol style="list-style-type: none"> 3. research more on the topics and find out detailed information regarding the selected topics 4. Express their thoughts in positive manner 5. Explore their ideas & creativity 6. Use different apps
1	X	Digital Poster on comparative study between one tourist spot of Odissa and one tourist spot of Germany with respect to the points like famous places, food, language etc.	German	Students shall be able to : <ol style="list-style-type: none"> 1. explore the selected tourist spots of Germany and odissa 2. research more on the topics and find out detailed information regarding the selected topics 3. learn about the rich cultural heritage about Odissa and Germany 4. present the topic in a comparative manner 5. work in a team effectively and productively 6. exchange their ideas in a positive manner 7. use the technology and different apps effectively to present their thoughts 8. explore their creativity
1	10	Mathematics in Dance Form	Mathematics	<ul style="list-style-type: none"> • Students will be able to understand the usage of mathematics in dance . • Students will be able to recollect and use the knowledge of lines and angles concept • Students will be able to understand the concept of symmetry through dance form
2	10	Architecture of Odisha Temple	Mathematics	<ul style="list-style-type: none"> • Students will be able to understand the usage of geometrical shapes in architecture • Students will be able to recollect and apply the knowledge of different views of an object. • Students will be able to understand and draw the map of the temple.

3		Natural Resources	Mathematics	<ul style="list-style-type: none"> Students will be able collect the data and organize it. Students will be able to recollect and apply the knowledge of comparison of quantities
4.		Puri Jaganath Temple and its Chariot	Mathematics	<ul style="list-style-type: none"> Students will be able to apply the concepts of geometrical shapes in building chariot Students will be able to understand usage of geometry in making deities.
5		Tribal Art and Jewelry	Mathematics	<ul style="list-style-type: none"> Students will be able to understand the impact of geometrical shapes in jewelry design Students will be able to understand the major role of geometrical shapes in art and painting.
6		Tribal tattoo and instruments	Mathematics	<ul style="list-style-type: none"> Students will be able to understand the usage of mathematics in making of musical instruments. Students will realize the usage of lines, shapes and angles in tribal tattoos and how maths is connected in day to day life of tribal people.
7		Textile Designing (Handloom saree of Odisha)	Mathematics	<ul style="list-style-type: none"> Students will be able to understand the influence of geometry in textile designing.
8		Chilika Lake	Mathematics	<ul style="list-style-type: none"> Students will be to apply the knowledge of statistics while collecting the data of minerals and organizing it. Students will be able to understand the graph is the effective way to represent any data.
1	10	1.Temples of Orissa 2.Resources of energy 3.Physics Institute of Bhubaneswar	Physics	Temples of Orissa * The students will be able to understand the Physics behind the structure of ancient temples of Orissa e.g. Sun temple. * The students will be able to understand the importance of locations of ancient temples on the basis of the magnetic field. Resources of energy

		4. Radioactive measurements in beach sand of Orissa		<p>* The students will be able to understand the various natural resources present in Orissa.</p> <p>* The students will be able to classify the energy resources into renewable & nonrenewable resources.</p> <p>Physics Institute of Bhubaneswar</p> <p>* The students will be able to understand how the institutes work- Theoretical and practical physics.</p> <p>* The students will get to know the work done so far by Orissa in the field of Physics.</p> <p>Radioactive measurements in beach sand of Orissa</p> <p>*The students will be able to study and understand the radioactive materials and how it works.</p> <p>*The students will be able to understand the importance of nuclear power plants in coming future.</p>
1.	10	Metals found in Odisha	Chemistry	<ul style="list-style-type: none"> ● The learner able investigate and differentiates how different metals are present as different ores in the earth crust(Odisha), the structure of different ores, also understand the physical and chemical properties of the metal present in an ore. ● The learner able to describe how salt like sodium chloride is extracted from Chilika lake, also relate to the various process where other substance like Washing soda, baking soda, soap and sodium hydroxide could be made from sodium chloride. ● The learner is able to describe how and why alloys are used to make jewelries in odisha.
2	10	pH levels and role of sodium carbonate		<ul style="list-style-type: none"> ● The learner understood the Durga pooja festival of Odisha where so many dishes formed and understood the phenomenon of rancidity, how rancid food is harmful to human body and how rancidity can be prevented. ● The learner is able to understand the role of baking soda in odisha dish, how it balance the pH value in case of acidity problem, also found out solkadi is also a good remedy of indigestion problem.

				<ul style="list-style-type: none"> The learner was able to understand how balancing pH is important in avoiding tooth decay, and curing acidity, maintaining proper pH levels in human body for proper functioning of vital organs.
1	X	Visual representation on Maharashtra & Orissa like Literature , Culture Temples, famous places ,Dress, Food, Dance ,Festivals, Famous writer ,scientists, Social worker etc.	Marathi	<p>Students shall be able to :</p> <ol style="list-style-type: none"> learn about the rich cultural heritage about Orissa and Maharashtra present the topic in a comparative manner research more on the topics and find out detailed information regarding the selected topics Express their thoughts in positive manner Explore their ideas & creativity Use different apps
1	10	Dance forms and folk dances of Odisha	History	1. explore the history of various dance forms of odisha. Research more on the topics and find out detailed information . Learn about the rich cultural heritage about Odisha
2		Costumes of Odisha & Maharashtra	History	<ol style="list-style-type: none"> Students will learn clothing style of People in Odisha. Students will learn to associate clothing and climate of specific area.
3		Political parties of Odisha	Civics	1. Students will learn about the history of evolution of various political parties and its impact on the lifes of the people of Odisha
4		Cyclones and its impact-Odisha	Geography	1. Students will be able to understand about the cyclones and its impact on the socio-economic life of the people of Odisha
5		Traditional sports of Odisha & Maharashtra	History	1. Students will be able to make a comparative study about the various traditional sports of Odisha and Maharashtra
6		Tourism of Odisha	Economics	<ol style="list-style-type: none"> Students will be able to understand about the scope of tourism of Odisha and its impact on the livelihood of Odisha work in a team effectively and productively exchange their ideas in a positive manner

7		Agriculture of Odisha	Geography	<p>5. use the technology and different apps effectively to present their thoughts explore their creativity</p> <p>1. Students will be able to understand about cropping pattern and variety of crops grown in Odisha</p>
8		Art forms of Odisha & Maharashtra	History	<p>1. Students will be able to understand about the various art forms of Odisha and Maharashtra.</p> <p>2. They will be able to understand about the rich culture and heritage and diversity of our country</p>

Annexure 5
Annual Teaching Plan Format

Month	No. of working days	No. of teaching periods	Topic/Subtopic	Objectives	Activities	Instructional material/Aids	Multiple intelligence	Learning outcome
April	12	9	<ul style="list-style-type: none"> • Motion • Scalars & vectors • Distance and Displacement • Solving numerical 	<p>Students will be able to Knowledge:</p> <ul style="list-style-type: none"> • Define rest and motion • Define various terms related to kinematics. • Describe the various types of motion. <p>Understanding:</p> <ul style="list-style-type: none"> • Derive the formulas of equations of motion using the graph. • Differentiate between distance & displacement, speed & velocity, uniform & non uniform motion, centripetal & centrifugal motion. <p>Application:</p> <ul style="list-style-type: none"> • Apply the three equations of motion in problems. • How centripetal and centrifugal force work? <p>Skill:</p> <ul style="list-style-type: none"> • Draw a graph • Reading of graph. 	<ul style="list-style-type: none"> • NO ACTIVITY • Practice of Numerical 	<ul style="list-style-type: none"> • Digital content • Personal notes 	Mathematical-logical	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Understand Kinematics is a branch that explains motion and its various types. • Define terms –distance, displacement Speed, velocity Acceleration, uniform, non-uniform motion Circular motion, centripetal and centrifugal motion. • Understand the importance of graphs for representing different types of motions. • Correlate the various physical quantities with day to day observations • Derive formulas using graphs. • Understand the graphs and read them in order to solve the numerical problems. • Differentiate between centripetal and centrifugal force and how it works in our daily life.

Annexure 6
Unit Plan Format

Periods allocated	18
Points to be covered	<ul style="list-style-type: none"> • Concept of Nominative and Akkusative (in definitive articles and negative articles) • Vocabulary related to food and drinks • Module 3 Lesson 1: Textbook passages
Objectives	<ul style="list-style-type: none"> • Knowledge: to memorise the vocabulary related to food and drinks to illustrate the use of indefinite articles in accusative case with examples to recognise the change in articles of nouns when they are the object of the sentence • Understand: to classify the nouns as subject and object by analysing the verb to infer the rules of change in articles by analysing the examples. to compare the indefinite articles and negation in accusative and nominative • Skills: to modify the dialogues given in the textbook to express what one would like to eat and drink to write a short email describing ones eating habits to role play a situation in a restaurant where one person plays a waiter and other plays a customer • Application: to use the indefinite articles in accusative case correctly in a sentence to solve exercises using correct cases of indefinite articles and negation • Interpersonal Intelligence • Verbal linguistic intelligence • Musical intelligence
Learning outcome	<p>The students:</p> <p>use the correct indefinite articles in the sentence</p> <p>communicate ones wishes, what one wishes to eat or drink</p> <p>write dialogues and participate in role plays</p> <p>write a short email on one's eating habits</p> <p>use multilingual skills to comprehend a text and answer the questions</p>
Misconceptions	-
Additional inputs	<p>List of all eatables usually used to describe ones eating habits.</p> <p>Eating habits of Germans</p>

Previous inputs and instruction material	<ul style="list-style-type: none"> • Audios for listening skills • Worksheet • Notes • Textbook • Workbook
Unit plan	<p>Particular</p> <p>P 1 & 2 – As an introduction of the chapter teacher revises the vocabulary related to Essen und Trinken, which they have learnt in Std. VI. Apart from the early vocabulary teacher also includes few new words.</p> <p>P 3&4 – 5Teacher introduces a new grammar topic “Nominativ & Akkusativ Case”.</p> <p>P 5 Teacher explains the indefinite and negative articles in both the cases. Students write down the notes related to new grammar topic in CW. With the help of interaction method students solve the exercises based on it.</p> <p>P &6-7 With the help of discussion method teacher explains the Kursbuch.</p> <p>P 8 &9 – With the help of discussion method teacher explains the Kursbuch.</p> <p>P 10&11: The teacher discusses the remaining exercises from textbook.</p> <p>P 12: Teacher takes listening Activity in the class.</p> <p>P 13: Students solve the exercise no 12 of textbook and writes an email (exercise no. 13)</p> <p>P 14 &15 – With the help of interaction method students solve the workbook exercises</p> <p>P 16 & 17– With the help of interaction method students solve the workbook exercises.</p> <p>P 18 – Teacher takes Email writing as Subject enrichment activity</p> <p>P19- The teacher takes class test on indefinite articles in nominative and akkusative</p> <p>P20 – The teacher plays songs for pronunciation and students sing along</p> <p>P21 & 22 – Teacher takes Class test on M3 L1</p>
Practice Work / Assignments/ Class Tests	<p>Class Test: Article endings</p> <p>Worksheet in article endings</p>
Activity/ Project	<ul style="list-style-type: none"> • Listening skills, Email writing
New Terms/ Words/formula	<ul style="list-style-type: none"> • verbs taking accusative case • accusative case • Eatables: Vocabulary • Email writing format
Suggestions	

Annexure 7

Weekly Teaching Plan Format

Month /Week	Topic/Sub-topic	Objectives	Proposed date	Actual Date	Activities	Instructional material/ Aids	Multiple Intelligence	Assignment/ class test	Learning Outcome	Remarks
WEEK 1	Details of the content - per period.	objective of each day - SMART objectives			Activity conducted to achieve the objective of the day	Lab , Online tools, Simulations			After the instructions students will be able to	
Day 1 (Period 1)	Period 1 and 2: Rational Number: introduction The teacher starts the lesson using the students' previous knowledge about natural numbers, whole numbers, integers and fractions. gives a small test for prerequisites • The teacher now introduces rational numbers as numbers of the form p/q (p and q are integers; q is not equal to 0).	Students will be able to: define rational numbers, subsets of rational number like N,W,Z etc. find equivalent rational numbers, compare rational numbers, write in standard form .	04-10-2023	04-10-2023		Board, chalk ppt			define rational numbers, subsets of rational number like N,W,Z etc. find equivalent rational numbers, compare rational numbers, write in standard form .	substitution teachers had covered properties of rational numbers, so revised properties. GOT SUBSTITUTION

Annexure 8

Annual Pedagogical Plan for Leading Learning School

Name: _____

Affiliation / UDISE Number: _____

Academic Session: _____

Principal's Name: _____

School's Vision Statement:

School's Values:

Areas of strengths

Areas of improvements

Descriptor 1: Engaging in Teachers' Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable: <i>Create opportunities for continuous and comprehensive professional learning</i> Teacher Seminars are almost never practiced.	Introduce teacher seminars to build conceptual understanding about digital literacy.	Provide reading material to teachers. Ask for volunteers to present the material. Attendance to be compulsory.	Principal and Vice Principal	Start in October 2020; to be held once in 3 months	More than 75% of teachers will use digital tools in their classroom practice.

A school may use as many rows as required depending on the number of focus areas.

**This is a sample example shared to facilitate the completion of the APP.*

Descriptor 2: Initiating Innovations in Schools

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable: <i>Create opportunity for student learning and innovation</i> Occasionally provide opportunities for students to innovate	Increase the number of opportunities given to students to innovate.	Introduce a dedicated time of 1 hour per month for students to identify school related problems and brainstorm on solutions.	Respective Heads of Sections/ Supervisors/ Innovation In-charge	Commence in November 2020; to be held monthly	90 percent of students will be able to articulate the problems that they have been engaged with and list the possible solutions.

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 3: Leading the Teaching-Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 5: Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*