



Bal Bharati

PUBLIC SCHOOL

NTPC KHARGONE

An Institution of the Child Education Society (Regd.), Delhi

TEACHER'S HANDBOOK

2022-23

Telephone No. 6261305395

Email:

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“हंसोनयतुनःप्रज्ञाम्”

“Give us the wisdom and ability to comprehend”

VISION

To strive for better, not resting on one's laurels; seek solutions not excuses, deliver results and serve the community by providing quality education.

MISSION

- To develop scholastic personalities and impart knowledge to maximize skills and competences.
- To impart wisdom that transforms mere knowledge into a meaningful initiative and enterprise for a harmonious and prosperous society.
- To provide holistic education to society as a whole without prejudice or discrimination.
- Equip the child to meet all challenges – social, moral and intellectual and comprehend human values.
- To make students responsible, law abiding and enlightened citizens of a global society.
- Instil traits of team work, empathy, patience, perseverance and respect of elders and mentors.
- To ensure sensitivity and commitment to environment and all beings to save the planet for future generation.



PRINCIPAL'S MESSAGE

It is rightly said that every effort is not converted into success. But it is equally true that success does not come without efforts. We are living in a dynamic, global world and to keep pace with this fast changing scenario you need to develop a broad perspective which, even while incorporating the latest developments will not take you away from your rich cultural and traditional heritage, standing on the threshold of the future, what you need today is a positive and balanced view of life which will keep you focused and will help you to prioritize and plan your tasks effectively. The opportunities are endless but to grab the right one and make optimum use of it, you need to groom yourselves as punctual and organized individuals who know and appreciate the value of time.

Let me also take this opportunity to remind you of the age old maxim-when wealth is lost, something is lost but when health is lost, everything is lost. So take good care of yourself and of the children entrusted to your care.



PERSONAL INFORMATION

Name : _____

Designation : _____

Qualification : _____

Department : _____

Code : _____

House : _____

UID Number : _____

Pan No : _____

Classes & Subjects taught: Class/Section: _____ Subject _____

Class/Section: _____ Subject _____

Class/Section: _____ Subject _____

Class/Section: _____ Subject _____

Additional Responsibilities : _____

Residential Address : _____

Email ID : _____

Tel No. (Residence) : _____

(Mobile) : _____



STAFF DETAILS

NAME	DESIGNATION	ADDRESS	CONTACT NO.	EMAIL ID
DR. NEERU TALWAR	PRINCIPAL	D1A/T2 Bharat Apartment Chander Nagar Ghaziabad U.P.	9312633017	ntalwarbbps@gmail.com bbpskhargone@gmail.com
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SAURABH JHA	Accountant	Village Tilath Bihar	7879629436	Saurabh.jha@kg.balbharati.org
OMKAR RAI	Lab Attendant	Village Semarijamalpur, mau	8416831308	Omkarrai8416@gmail.com
MONALISA DEBNATH	Lab Attendant	Village Chakpara P.O. Chakpara, Dist. Howrah, PIN-711204	8001180724	monalidebnath415@gmail.com



SCHOOL TIMINGS

MONTESSORI DEPARTMENT: 8:30 A.M TO 1:00 P.M

CLASS I -IX: 7:40 A.M. TO 2:05 P.M.

SCHEDULE OF PERIODS

Zero period	-	7:45 a.m. – 8:30 a.m.
I Period	-	8:30 a.m. – 9:05 a.m.
II Period	-	9:05 a.m. – 9:40 a.m.
III Period	-	9:40 a.m. – 10:15 a.m.
IV Period	-	10:15 a.m. – 10:50 a.m.
V Period	-	10:50 a.m. – 11:25 a.m.
Lunch Break	-	11:25 a.m. – 11:45 a.m.
VI Period	-	11:45 a.m. – 12:20 p.m.
VII Period	-	12:20 p.m. – 12:55 p.m.
VIII Period	-	12:55 p.m. – 1:30 p.m.
IX Period	-	1:30 p.m. – 2:05 p.m.



List of Holidays 2022–2023

Summer Break

PS-VIII: 1st May 2022–19th June 2022

IX-X : 21st May 2022–19th June 2022

Autumn Break: 3rd October 2022–6th October 2022

Diwali Break: 22th October 2022–27th October 2022

Winter Break: 25th December 2022– 31th December 2022

S. No	MONTH	DATE	DAY	OCCASION
1.	April 2022	14 th	Thursday	Ambedkar Jayanti & Mahavir Jayanti
		15 th	Friday	Good Friday
2.	May 2022	03 th	Tuesday	Id-Ul-Fitr
		16 th	Monday	Buddha Purnima
3.	July 2022	10 th	Sunday	Id –Ul-Juha
4.	August 2022	9 th	Tuesday	Muharram
		11 th	Thursday	Raksha Bandhan
		15 th	Monday	Independence Day
		19 th	Friday	Janamashthmi
5.	October 2022	2 nd	Sunday	Gandhi Jayanti
		3 rd	Monday	Ashtami
		4 th	Tuesday	Ram Navmi
		5 th	Wednesday	Dussehra
		13 th	Thursday	Karva Chauth
		23 th	Sunday	Choti Diwali
		24 th - 26 th	Monday-Wednesday	Diwali
		30 th	Sunday	Chatth Puja
6.	November 2022	8 th	Tuesday	Guru Nanak Jayanti
		15 th	Tuesday	Birsa Munda Jayanti
7.	December 2022	25 th	Saturday	Christmas
8.	January 2023	26 th	Thursday	Republic Day
9.	February 2023	18 th	Saturday	Maha Shiv Ratri
10.	March 2023	7 th	Tuesday	Holika Dahan
		8 th	Wednesday	Holi
		30 th	Thursday	Ram Navmi



DUTIES & RESPONSIBILITIES OF EVERY TEACHER

“A teacher is like a candle that consumes itself to light the way for others.”

We have a lot of heroes today -sportsman, supermodels, media to light personalities, ministers. They come into limelight, they have their fifteen minutes of fame and they go and are forgotten but the influence of good teachers always stays with us. They are the ones who shape the lives of millions. As such, every teacher at Bal Bharati must:

- Always be punctual (adhere to the time schedules for each and every activity of the school).
- Perform all the duties assigned religiously & effectively.
- Properly plan and organize his/her affairs.
- Keep themselves abreast with the latest in their field and not simply rest on the past.
- Display exemplary behavior. Be firm and polite in dealing with parents and students.
- Follow prescribed dress code.
- Adopt positive approach and maintain cordial relations with colleagues.
- Seek prior permission to avail leave.
- Ensure that the prefects and monitors should be effectively used to maintain the tone of discipline in the school.
- Teach all relevant subjects in English. Under no circumstances should he/she use Hindi as a tool to explain a topic or a concept. Students should be encouraged to speak in English.
- Plan the monthly, weekly and daily syllabus in accordance with the curriculum.
- Ensure that the weekly plan is strictly adhered to and no portion of the syllabus is uncovered.
- All assignments should be thoroughly checked and teachers should ensure that not even a single error is over looked.
- If the syllabus planned for a particular week is not completed, the Department head should be informed about the reasons and the plan for completion of the same.
- Refrain herself from undertaking private tuitions or indulging into any other business activity.
- Refrain from indulging in or advocating any form of malpractices.
- Not organize or attend any meeting during school hours except with prior permission of the head of the institution.
- Refrain from inflicting any kind of Corporal and Psychological punishment on the students.
- Not make the students do his/her personal work.



DUTIES OF CLASS TEACHERS

Discipline

- It is the duty of class teachers to ensure proper discipline of students of their respective sections. Students instigating or creating indiscipline should be identified and counselled by the class teachers.

Assembly

- No teacher should remain absent from assembly without prior permission of the Department head.
- Teacher should ensure that the class moves in a single line right from the class room to the assembly area and that at no point of time students break or spoil line.
- During Assembly the teacher should take frequent rounds to:
 - A. Maintain discipline throughout the program.
 - B. Ensure that the students are attentive and watching the program.

Uniform Checking

- The class teacher should regularly check that the students wear proper and complete school uniform. Use of nails polish and henna is strictly prohibited. Haircuts must be checked regularly. Regular defaulters should be notified to the parents and a record of communication should be maintained. Students not responding even after notification to the parents should be brought to the notice of Principal for necessary action.

Entries in the attendance register:

- The class teachers should ensure that entries (student's name, Mother's name father's name and date of birth) in the class register are recorded strictly as per the "Admission and withdrawal Register" of the school.
- No change in student's name, Date of birth, Father's name Mother's name should be made without authorization from the Principal in writing.
- While marking the attendance in the class register a uniform pattern should be adopted.
For students present 'P' should be written.
For students absent without leave 'A' should be written.
For students on leave 'L' should be written.
- All class teachers should complete the monthly attendance record in the attendance register on the last day of every month and the same should be countersigned by their respective checkers.



The following data should be submitted to the class coordinator on the last day of every month.

- No. of students on roll (Boys – Girls -Total)
- Average attendance of the month(%)
- No. & name of withdrawals, if any & reason.
- Admission No. & name of the students suspended if any & reason.
- Calculate the total No. of attendance for the month by adding the attendance of each students for the month and mark it as 'A'.

$$\text{Daily average attendance (B)} = \frac{A}{\text{No. of meetings}}$$

$$\text{Average attendance in percentage (C)} = \frac{B}{\text{No. of meetings}} \times 100$$

No. of students

- All the class teachers are supposed to send the list of students having less than 75% attendance to the Departmental Head at the end of every month.
- In case of absence of any student from school without leave for three consecutive days the class teacher shall intimate such absence to the Headmistress and shall also intimate the parents of the student telephonically.

Student's Almanac

- Class teacher should ensure that the "Personal Data" information should be duly filled in the students' almanac
- School almanac should be effectively utilized for:
 - Communicating relevant information to the parents.
 - Maintaining records of circular issued by the school and Acknowledgement by the parents.
 - To be used as a medium of feedback for the parents and teachers.
 - Maintaining Fee record
 - Maintaining Leave record

Health, Hygiene and Cleanliness:

- Ensure the cleanliness and tidiness of the classroom, furniture and other objects.
- Check that the students finish their food in the recess period.



During Parent Teacher Meeting

- The teacher must keep all requisite records of each and every student of her class with her so that she may apprise the parents about the students' performance.
- A teacher must also maintain the record of the parents she meets during these sessions and get their signature.

Maintenance of furniture and fixture record:

All class teachers should

- Keep a record of furniture and fixture of their respective classrooms in the maintenance notebook as per the instructions given.
- Instill positive values amongst the children and encourage them to keep the furniture in an orderly manner. Breakage if any should be brought to the notice of the principal immediately.

Payment of fees:

- The class teacher should ensure that the students pay their school fees and other dues by the stipulated date. Defaulters should be notified to the Department Head.



DRESS CODE POLICY

Guidelines for the dress code for the staff are as follow:

Male Staff Members: Formal wear –Shirt, Trousers, Suits, Blazers, Cardigans, Sweaters, Jackets and formal shoes . T-shirt, jeans, sandals and chappals should be avoided.

Female Staff Members: Formal wear –Sari and suits with dupattas. Western wear, sleeveless blouse /shirt, short kurtis, palazzo flashy accessories, heavy makeup and stiletto heels should be avoided.

Sports Teachers: Tracksuits with sports shoes are permitted

ID Card: Staff members are provided with an ID Card which must be worn at all times when on duty with in the School premises or when on duty or acting in an official capacity or presenting school anywhere.

Co-Ordinators will have the responsibility to ensure that the dress code policy is strictly adhere to by all the staff members.

DRESS CODE FOR TEACHERS (OUTSTATION TRIP INCLUDING SOLAN)

Guidelines for dress code for the staff are as follows:

Male Staff Members:

1. Jeans /Trousers which should not be too fitted/tight
2. Wearing of shorts not permitted

Female Staff Members:

1. No sleeveless/deep neck /tight fitting dresses, tops, T-shirts to be worn.
2. Jeans /Trousers should not be too fitted. They should be worn with long & loose Kurtis.
3. High heeled footwear should be avoided. Comfortable flat sandals /shoes may be worn.

Following an established dress code policy will help the staff to obtain respect and credibility necessary from students and parent's. Students will tend to model the behavior and appearance they see in the classroom. An effective teacher will dress appropriately as a professional educator to model success. Your respect in the classroom begins with your appearance and you should strive to be positive role model for each student.



Sexual Harassment of Woman at Workplace Act, 2016

Sexual harassment is any unwelcome sexually defined behavior which can range from misbehavior of an irritating nature to the most serious forms such as sexual abuse and assault, including rape.

The Sexual Harassment of woman (Prevention, Prohibition and Redressal) Act 2013 defines sexual harassment to include any one or more of the following unwelcome acts or behavior (whether directly or by implication) namely:

- Physical contact and advances
- A demand or request for sexual favour
- Making sexually colored remarks
- Showing pornography
- Any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

Sexual harassment at the workplaces is any unwelcome sexually defined behavior which has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, abusive or offensive working environment.

For details all teachers should read the provisions of Sexual Harassment of woman at Workplace (Prevention, Prohibition and Redressal) Act, 2013. For this please visit the following links:

Sexual Harassment of woman at workplace

www.iltbbs.ac.in/.../sexual-harassment-of-woman-act-and-rules-2013.pdf

Handbook on Sexual Harassment of woman at workplace

www.hbcse.tifrs.res.in/.../handbook-on-sexual-harassment-of-woman-at



CHILD PROTECTION POLICY

The Constitution of India guarantees several rights to children and enables the state to make provisions to ensure that the tender age of children is not abused. Child Abuse was and continues to be, one of the most heinous crimes designed and perpetuated by human beings against some of the most vulnerable and defenseless sections of the community. Globally, it has been recognized and seen as a particularly burdensome challenge. According to the World Health Organization. “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; negligent treatment; emotional abuse; and exploitation”.

- **TYPE OF ABUSE**

1 Physical Abuse: Includes hitting, kicking, punching, biting, burning, shaking, drowning, smothering and giving drug or alcohol (Includes corporal punishment)

Possible Symptoms:

- Frequent Injuries or unexplained bruises, fractures, welts, burns or cuts
- Depression and anxiety and/or aggression and violence.
- Problems with relationships and socializing / distant and withdrawn.
- Wears inappropriate clothing to cover up injuries, such as a coat on warm days.
- Running away.
- Sleeps in Class /appears drowsy

2 Emotional Abuse: Includes threats, humiliation, sarcasm, degrading punishments, undermining confidence

Possible Symptoms:

- Possible delayed physical, emotional and mental development.
- Being unable to play or socialize well with others
- Fearful of making mistakes
- Self-harm
- Sudden speech disorders or neurotic behaviour such as rocking
- Low self-esteem / confidence
- Crying inconsolable

3 Sexual Abuse: Includes Kissing, touching genitals or breasts, vaginal or anal intercourse, oral sex, and encouraging to look at pornography, trading grades for sexual favors.

Possible Symptoms:

- Aggressive behaviour, risk taking and missing school or running away.
- Sleep problems and bed-wetting or soiling.
- Negative thoughts / not looking after themselves / low self esteem
- Displaying sexually inappropriate behaviour
- Anal or vaginal soreness
- Unexplained bleeding from private parts.



4 Substance Abuse: Includes intake of psychoactive /alcoholic /narcotic substance/tobacco or engage in buying or selling of any above mentioned substance.

Possible Symptoms:

- Aggressive behavior, risk taking, missing school.
- Stealing
- Low self-esteem/ confidence
- Unable to socialize well with others
- Day dreaming, lethargic

5 Neglect: Includes lack of food, medical attention, supervision, clothing etc.

Possible Symptoms:

- Delayed development
- Poor hygiene, unwashed clothes or inadequate clothes
- Untreated medical conditions
- Being hungry or tired all the time
- Missing school or difficulties with school work
- Poor self esteem
- Withdrawn and difficulty making friends and/or anti-social behavior

• **TEACHER'S ROLE**

Be familiar with your school's child protection policy, procedure and know who is the child protection lead in with your department. Ensure the students are also aware about reporting the abuse.

Disclosures:

- Listen to the child, reassure them that they have been brave but do not investigate.
- Explain to the child that you have to talk to the child protection lead as you need to see what can be done explain that you will only speak to people who need to know.
- Act immediately and report to the child protection lead so an assessment of risk can take place. Any delay could leave the child in danger.
- Keep record of all conversation and actions taken.
- Be transparent with the child so that he/ she can be involved to each stage.

Suspicious:

- Pass on all concern to the child protection lead in your department. No matter how small.
- Keep record of any concern.



- **GENERAL DO's:**

Be vigilant at all times, in case of a discloser follow the given instructions:

- Immediately tell the child that you believe in him/her.
- Keep your own body language calm and composed.
- Use the language in which the child is comfortable.
- Acknowledge it is difficult to talk about such things.
- Tell the child this happens to other children also and he/she is not the only one.
- Tell him/her that he/she is not responsible for what happened and did not deserve it.
- Tell him/her that sometimes adults do things that are not OK (avoid saying that the offender is “sick”).
- Everything you can to support, comfort and reassure the child.
- Explain to the child that the teacher needs to share the discloser with the concerned authorities in the benefit of the child.
- **Make notes of facts of the disclosure after the child has left and fill the child Protection form.**

- **GENERAL DON'Ts:**

In case of a discloser follow the given instructions:

- Do not investigate, JUST LISTEN.
- Do not make the child repeat with the discloser.
- Do not make notes or do recordings in front of the child.
- Do not take confessions in writing.
- Do not make false promises.
- Do not share the incident with people who do not need to know about it.
- **Do not delay report the incident to the authorities/department heads beyond 24 hours.**

ASPECTS OF CHILD PROTECTION

A child needs protection from people with unhealthy attitude present in the school campus. These include other School students, administrators, teachers and rest of the school staff (i.e., cleaning agency workers, office staff, security workers, etc). Child protection can be ensured through appropriate action against bullying; corporal punishment; any sort of physical, verbal or sexual abuse and indiscipline, violence or substance abuse. Therefore, child protection policy includes sub-policies namely-

- Anti-Corporal Punishment Policy
- Anti-Bullying Policy
- School Discipline and Substance Abuse Policy

ANTI CORPORAL PUNISHMENT POLICY

The Right of children to free and Compulsory Education Act (RTE,2009), clearly states that no child shall be subject to “physical punishment or mental harassment” in schools. Those officials that contravene this provision shall be liable for disciplinary action under service rules applicable to them.

It is not easy to define corporal punishment as it involves humiliation and insult which a child feels as a subject considering the millions of ways in which punishment is perpetrated on children in contemporary times, it is impossible to exhaust all the forms of insinuations and violence. However, following behavior has been categorically put under anti-corporal policy of the school.



1. Physical Punishment is understood as any action that causes pain, hurt/injury and discomfort to a child, however light, examples of physical punishment include but are not restricted to the following:

- a) Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, and spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.
- b) Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair- like position, standing with schoolbag on head, holding ears through legs, kneeling etc.)
- c) Forced ingestion of anything (for example: washing soap, mud, chalk, hot spices etc.
- d) Detention in the classroom, library, toilet or any closed space in the school.

2. Mental Harassment is understood as any non- physical treatment that is detrimental to the academic and psychological well-being of a child. It includes but is not restricted to the following.

- a) Sarcasm that's hurts or lowers the child's dignity: Calling names and scolding using humiliating adjectives, intimidation;
- b) Using derogatory remarks for the child, including pinning of slogans;
- c) Ridiculing the child with regard to his/her background or status or parental occupation or caste:
- d) Ridiculing the child with regard to his/her health status or date of the family – especially HIV/AIDS and tuberculosis;
- e) Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement;
- f) Punishment or disciplining a child, not recognizing that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit hyperactivity disorder, mild development delay etc.
- g) Using punitive measures to correct a child and even labeling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviors;
- h) 'Shaming' the child to motivate the child to improve his performance and
- i) Ridiculing a child with development problems such as learning difficulty or a speech disorder, such as, stammering or speech articulation disorder.

3. Discrimination is understood as prejudiced views and behavior towards any child because of her/his caste/gender, occupation or region and non- payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE. 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

- a) Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability / disability;
- b) Assigning different duties and seating schools based on caste, community or gender prejudices for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non- payment of any prescribed fees;
- c) Commenting on academic ability based on caste or community prejudice and
- d) Denying a facility like library book or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender.



CODE OF CONDUCT

IN APPROPRIATE/OFFENSIVE BEHAVIOUR OF STAFF AND EMPLOYEES

1. Hit or otherwise physically assault a child.
2. Use language that will mentally or emotionally abuse the child.
3. Act in any way that intends to embarrass shame, humiliate or degrade a child.
4. Show discrimination of race, culture, age, gender, disability, religion, sexuality, political persuasion or any other status.
5. Develop a sexual relation with a child.
6. Kiss, hug, fondle, rub or touch a child in an inappropriate or culturally insensitive way.
7. Initiate physical contact unless initiated by the child (e.g. holding hands).
8. Suggest inappropriate behavior or relations of any kind.
9. Allow children to engage in sexually provocative games with each other.
10. Stand aside when they see inappropriate actions inflicted by children on the other children because it is frequent and commonplace.

ACTION TO BE TAKEN BY TEACHERS

As teachers **if one is concerned that one of the child has any signs of abuse it is vital to report to the Principal** who will keep a written record of any factual statement of concern regarding a child.

CHILD PROTECTION IS ALSO ABOUT YOUR OWN PROTECTION SO PLEASE REMEMBER THAT YOU ARE TO ONLY REPORT THE INCIDENT AND NOT TAKE ANY ACTION AFTER DISCLOSURES.

ANTI BULLYING POLICY

Bullying is behavior by an individual, repeated over time that intentionally hurts another individual or group. It can be in the physical, verbal, emotional or cyber domain. It is any act or gesture (written, verbal, graphic, or physical) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating and threatening and likely to evoke fear of physical harm or emotional distress.

The following types of bullying behavior are included in this non-exhaustive definition

- Deliberate exclusion, malicious gossip and other forms of relational bullying.
- cyber- bullying.
- Identity-based bullying such as homophobic bullying, racist BULLYING.
- Bullying of those with disabilities or special educational needs.
- Hurtful public message, image or statement on a social network site or other public forum.
- Where that message, image or statement can be viewed and/ or repeated by other public will be regarded as bullying

Bullying undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interest. Therefore, the policy aims to create an environment where students can grow and flourish without fear.

An anti-bullying policy should always endeavor to complement a school's policy on behavior and discipline. There is also a need to regularly reinforce and review the policy so that newcomers to the school understand the school's stance on bullying and so that existing pupils and parents are reminded that bullying, in whatever form, will never be tolerated.



POLICY GUIDELINES

- a) The Head of the institution will be responsible to determine whether an alleged act constitutes a violation of this policy.
- b) The Policy prohibits reprisal or retaliation against any person who report an act of bullying or harassment or cooperates in the investigation.
- c) The policy prohibits any person from falsely accusing another as a means of bullying or harassment.
- d) School officials will disseminate the policy annually to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment if bullying occurs on school property, at school-sponsored functions, or on a school bus.
- e) Involvement of parents through regular meeting with Class teacher/Counselor. The school recognizes the needs to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

CODE OF CONDUCT

Behavior protocol for children

- i. Respect all staff, teachers, parents and outsiders
- ii. All relevant information should always be given to the concerned staff
- iii. Share information and learning with other children
- iv. Never physically assault or sexually abuse another child
- v. Never tease another child or call out nicknames
- vi. Never threaten another child
- vii. Never spread rumors about another child, or details about the child which could be socially humiliating
- viii. Never force another child to give away his/her personal belongings
- ix. Never use abusive language

This protocol must be encouraged by staff among children.

Expected Behavior of school staff

- i. The School promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in group and communities.
- ii. The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- iii. Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying/aggressive behavior by any member of the school.

The following are **some practical tips** for immediate actions that can be taken to help build a positive school culture and climate.



- Explicitly teach pupils what respectful language and respectful behavior looks like, acts like.
- Display key respect messages in classrooms, in assembly areas and around the school, involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behavior by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school.
- Give constructive feedback to pupils when respectful behavior and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behavior and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media, mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules actively and tackle bullying behavior.
- Involve parents and/or the Parent's Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff must watch out for signs of bullying behavior.
- Ensure there is adequate playground/ school yard/ outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/ school yard/ outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/ school yard or moving classrooms.
- Support the establishment and work of the student council's agencies in preventing and dealing with bullying.

DISCIPLINE AND SUBSTANCE ABUSE POLICY

School discipline is the systems of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to control the students' actions and behavior. An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethic. The term discipline is also applied to the intervention that is the consequence of breaking the rules. The aims of discipline is to set limits restricting certain behavior seen as harmful for the child or other around him. In general, a system of school discipline can be called effective if it clearly communicates to both students and staff what are acceptable and unacceptable boundaries of behavior and what are the consequences of misbehavior will be.



Objectives of a Discipline Policy/Plan

- To enable students to manage and control their behavior.
- To enable the students, follow rules, respect them and participate positively in learning process.
- To eliminate physical and psychological violence from school.
- To ensure a general wellbeing of students and staff in school.

The aforementioned objectives can be achieved through the following step-

- A firm consistent discipline plan.
- Entire school (i.e., all heads, teachers, students and parents) is aware of the plan and follows consistently.
- The plan is implemented strictly by coordinators and counselor (when required for referral).
- Have a few pages in diary for in disciplinary notes from teacher (so that each parent can ensure about their child's behavior by going through those pages).
- Enhance parent's participation by
 - a) Having regular age appropriate workshops (e.g., Mont- I, class I, VI, IX and X)
 - b) Valuing parent participation (e.g. dads vs. lad's matches)
- Appropriate and respectful behavior is modeled by teachers and administrators.
- Appropriate behavior in students is appreciated and encouraged through formal and informal means.

It is vital that the behavior policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

CODE OF CONDUCT

Definition of misbehavior

- Misbehavior includes disrespect to teacher all members of the school staff, Irregular attendance, habitual idleness, disobedience, bad conduct, stealing, using unfair means in examination, teasing fellow students, etc.
- Students are not allowed to bring two wheelers to school or drive a four wheeler to school.
- No books, periodicals, comics, newspaper or printed matter of an objectionable nature, must be brought into the school.
- Unauthorized object that may cause harm to self /other /School building e.g. Sharp objects, fire crackers etc. must not be brought to school.
- Cell phone, digital watches and diaries, toys, calculators, video games, portable audio and video devices and any mass storage devices are forbidden in the school.
- Any damage to school property must be made good by the student concerned.
- The school uniform is a sacred and prized possession of a student. It symbolizes the ethos and culture of the school, of which the student is an integral part.



- Uniform includes proper shirt, skirt/trousers, socks, belt, shoes, tie and blazer (in winter). Shirts should be properly tucked in and skirt/trousers worn on the waist and low waist. Any violation of its sanctity calls for firm disciplinary action.
- School time needs to be respected. Gates to be closed at 7:45 am
- No child enters unless parents accompany with valid reasons.
- It is responsibility of parents to ensure child's safe return to home if he /she reaches late and gates are closed.

REPORTING

- An episode of indiscipline can be reported by a student, teacher, a support staff or administrator.
- The complaint must be brought to the notice of class teacher and principal ; who would decide for next action as per the severity of indiscipline.

Once rules have been communicated, fair and consistent enforcement helps maintain student's respect for the school's discipline system. Consistency will be greater when fewer individuals are responsible for enforcement.

The school will review this policy annually to reflect new legal and regulatory developments and ensure best practice.



CPP REPORTING FORM

Teacher Reporting the CP Issue:

Name: _____ Position Held: _____

Relationship to the victim: _____ Time of Reporting: _____

Childs Details:

Name: _____ Class and section: _____

Age: _____ Sex: _____ Contact No: _____

Address: _____

Types of Abuse: Δ Physical Δ Sexual Δ Verbal Δ Neglect Δ Other _____

Where did the incident happen? Δ House Δ School Δ Other: _____

Alleged Perpetrator's Information:

Name: _____ Age: _____ Sex: _____

Relationship to child: _____

Address: _____

Details of the incident:

Signature



CYBER SAFETY ADDRESSAL POLICY

CYBER BULLYING

Cyber Bullying is bullying that is carried out through an Internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS) and in-phone cameras.

It can include Defamation like posting rumors or gossips about a teacher, school or fellow student on the internet, bringing about hatred in other's minds; or it may go to the extent of personally identifying victims and publishing materials severely defaming and humiliating them. It includes communications that seek to intimidate, control, manipulate, put down, falsely discredit, or humiliate the recipient. The actions are deliberate, repeated, and hostile behavior intended to harm another.

SCHOOL POLICY REGARDING USE OF CELL PHONES AND OTHER ICT DEVICES

- The school doesn't permit any student carrying any electronic article to the school without a written permission from the concerned teacher. **Noncompliance of the rules would be considered as an offence.**
- Electronic articles like cell phone, pen drives, hard discs, PSP's, CD's etc. are strictly not allowed and if student is found in possession of one then the mobile phone or device would be confiscated and it becomes the school property.
- The device would only be returned to the parents after submission of parental undertaking, stating that the offence would not be repeated.

The school looks forward to providing a cyber-safe environment for promoting educational use of technology

Monitoring Mechanisms:

The school shall constitute a Monitoring committee whose primary responsibility shall be prevention of cyber bullying as well as the implementation of safe cyber-use guidelines within the school. Any violation of the Cyber Policy by the students must be dealt strictly and appropriately. On the other hand, any incident of cyber stalking, Cyber bullying, etc. must be dealt with sensitively and the response to individual incidents must be recorded and followed-up

The committee shall meet once every month and ensure confidentiality of cases discussed each time.



GUIDELINES FOR THE SCHOOL

1. Teachers must ensure that all ICT related activity is done by the students under proper supervision and guidance.
2. Teachers must not disclose their passwords to the students for accessing their email.
3. The school must ensure that appropriate sites are blocked by the use of a firewall and / or proxy server.
4. All appropriate ICT device must have an antivirus protection which should be updated regularly.
5. The school must ensure that all ICT devices are password protected and the password are changed on a regular basis.
6. The school must provide awareness to the students, teachers and parents by regular workshops as per requirement.
7. All measures should be taken to ensure that only original software are used by the students.

GUIDELINES FOR STUDENTS

1. Students must use the ICT devices of the school with utmost care.
2. Students must use the ICT devices only for school related work under the supervision of the concerned teachers.
3. Students must not cause damage to any equipment. If they spot any damage, they must inform the teacher immediately.
4. Students must not eat/ drink near the ICT devices.
5. Viewing social media sites/ Registering on any website/ Downloading any material for use must be under the strict supervision of the teacher.
6. Students must not claim to represent the school in an official capacity when using the internet.
7. Students are not allowed to bring equipment such as iPad, iPod, PSP, mobile phones etc. to the school. Any such equipment confiscated from the students will be kept with the school.
8. The use of USB drives must be restricted for copying and transferring school related data only.
9. Students must report incidents of Cyber Bullying and Cyber stalking to the school counselor/ parents immediately.
10. Learn to use the **internet safely**:
 - Don't give out personal information such as your address or phone number.
 - Do not share passwords, user names, account Ids or PINs with anyone besides your parents.
 - Do not share other people's personal information or say things that might violate the safety or rights of others, even if you mean it as a "joke".
 - Do not leave the ICT devices unattended.
 - Don't become online 'friends' with people you don't know.
 - Never arrange to meet someone in person who you've met online.
 - If anything you see or read online worries you, tell your parents/ teachers about it.

- What you do not do in real life, don't do on the internet. This includes all kinds of cyber bullying using text, photos and videos.



GUIDELINES FOR THE PARENTS

1. Place the computer in an open area in your home- not in your children's room.
2. Set clear expectations for your children, based on age and maturity.
3. Write down the rules and place them next to the computer.
4. Install parental control (content filtering) software.
5. Learn internet basics, be approachable and lead by example.
6. Talk to your child about cyber bullying before it happens. Work out strategies to address cyber bullying. your children should know what to expect if they do report their concerns to you.
7. Keep the lines of communication open so your children will be comfortable talking about what is worrying them. Guide their online activities and help them learn to communicate appropriately with friends and family.
8. Monitor what your child to block anyone who sends offensive content. Most social networking services allow users to block and report someone who is behaving badly.

WHAT TO DO IF YOU THINK YOUR CHILD IS BEING CYBER BULLIED – POSSIBLE SIGNS:

1. Discuss any changes in mood or behavior with them. If you are concerned, help your child to stay connected to friends and family they trust.
2. Notify the police immediately if you have serious concerns for your child's safety.
3. Work with your child to save some evidence of cyber bullying behavior-it may need to be followed up by the school, internet service provider (ISP). Mobile phone carrier or the police.
4. Cyber bullying won't stop if it's ignored-you can help by listening to your children and working with them to take control of the situation.



PROTOCOL FOR FIRST AID

FIRST AID is the immediate assistance or treatment given to someone before the arrival of medical staff/ambulance.

AIMS OF FIRST AID Preserving Life

1. Control bleeding.
2. Attend to probable cause of shock.
3. Maintain airway in correct position. (Prevent falling of tongue)
4. Perform CPR when needed (no pulse, no breathing)

Prevent Condition from Worsening-

1. Dress wound to prevent infections/bleeding
2. Provide comfort to casualty.
3. Place casualty in comfortable position.

PROMOTE RECOVERY-

1. Relieve casualty from anxiety. (Avoid cluttering / disperse the mob.)
2. Encourage confidence and trust.
3. Attempt to relieve pain and discomfort.
4. Handle casualty gently
5. Protect casualty from cold and wet.

DON'T'S

First aider plan can never prescribe medicine and declare death.

ACTION PLAN

The action plan is a vital aid to the first aider in assessing whether the victim has any life threatening conditions and if any immediate first aid necessary.

They are **DRABC**

D- Check for DANGER to yourself, other and the victim himself.

R- Check RESPONSE Is the victim conscious/ unconscious.

A- Check AIRWAY- Is airway clear of objects and open.

B- Check for BREATHING- Can you hear victim's breathing, Is his chest rising and falling, Can you feel the breath on your cheek.



1. BLEEDING DO's

- Apply direct pressure to the wound (at this time a direct pressure bandage can be used).
- Elevate (do not further harm).
- Pressure point, additional pressure may be applied to pressure points to reduce bleeding.

WOUNDS DO'S

- Wear gloves (if possible) and expose wound. (wash your own hands first)
- Control bleeding
- Clean wound
- To prevent infection
- Wash shallow wound gently with soap and water
- Wash from Centre out/ irrigate with water
- In case of severe wounds- Clean only after bleeding has stopped.
- If bleeding tie a tight cloth above the site of injury (Tourniquet)

DO NOTS

- Try to Remove Impacted Objects.

WOUND CARE

I Ice, apply a cold pack, do not apply ice directly to skin.

C Compress, apply direct pressure if there is bleeding and do the dressing.

E Elevate, above heart level to control internal bleeding.

BITE WOUND- Use antiseptic soap and water to thoroughly clean the bite wound and apply antibiotic ointment. If there is broken skin, dress it with a sterile bandage. (Clean cloth)

2. FAINTING- DO'S

Patient must be positioned on his back with legs elevated above the chest level. Pinch the person and see if she moves or opens eyes.

Examine the injuries and causes of unconsciousness. Tilt head and keep Arms at right angle to body.

Raise the legs 8-12 inches. Loosen any tight Clothing.

Keep the victim warm if it's cold outside.

CPR- If the signs of circulation like breathing movement, coughing etc. are absent then CPR must be initiated.



DO NOTS

- Do not give the patient anything to eat or drink.
- Do not allow the person who has just fainted to get up until the victim is fully conscious.
- If the area is warm, don't crowd around the victim.

3. NOSE BLEED-

DO'S

- Sit down, lean forward
- Pinch the lower part of nostrils just below the bony part for 10 minutes, while breathing through mouth.
- Release and repeat the procedures if bleeding doesn't stop.
- Do not cough or blow the nose for 24 hours.

DO NOTS

- Never ask the person to lie down or bend head backwards.
- Ask the person not to blow the nose for 24 hours.

4. FRACTURES-

Look for any swelling, redness or pain during movement.

IMMOBILIZE area, use pillows, jackets, blankets etc. and stop any movement by supporting area.

5. HEAT STROKE-

SIGNS- Temperature of the body is very high, hot and dry red skin with no sweating, fast pulse rate, dilated pupils, confusions and something there is loss of consciousness.

DO's

- Lower the body temperature by removing/loosening the clothing shoes / socks etc. and fanning the person. (Start Fan, A.C.'s)
- Do cold sponging to the neck, under armpits and to the groin area. (Wet towels)
- Drink Lots of fluids and who perspire more should drink as much fluid as possible. (Start with sips of water)

6. BURNS- DO'S

- Immediately immerse the burnt area in cool running water for 20 minutes.
- Remove jewelry and constrictive clothing before swelling or blisters occurs.
- Cover the area with a dry, sterile dressing and cotton or other fluffy material.

-Drop, cover and roll if caught fire or cover the person with blanket immediately.



DO NOTS

- Do not place a burn under extreme water pressure.
- Do not remove the cloth that is stuck to the burnt area.
- Do not apply anything else like oil, ice on affected area

7. DROWNING DO'S

- Move the person out of the water
- Turn upside down with face on one side.
- Check breathing & heart beat & continue resuscitation if necessary.

DO NOTS

- Do not allow victim to sit up.
- Do not swim to the patient.

EMERGENCY HELPLINES

NTPC AMBULANCE : 808554432

NTPC HOSPITAL : 9407434538

L&T AMBULANCE : 9926055682 , 9826798804

L&T FIRST AIDER :9009381089 , 9926703627

FIRE VEHICLE : 9407434572 , 9111464694



TEACHER'SDETAIL

S. NO.	CLASS / SECTION	NAME OF THE CLASS TEACHER
1	Pre School	New Montessori Teacher
2	Pre Primary	Ms. Bhagwati Mandloi
3	Class I	Ms. Shikha Singh
4	Class II	Ms. Jaya Barve
5	Class III	Ms. Abhilasha Upadhyay
6	Class IV	Mr.SangeetMeshram
7	Class V	Ms. JeetraniSahoo
8	Class VI	Mr. Piyush Jain
9	Class VII	Ms. Jyoti Moyade
10	Class VIII	Mr. Mahesh Tiwari
11	Class IX	Ms.Richa Jolliffe
12	Class X	Ms. Archana Yadav
13	Computer Science	Ms. Divya Yadav
14	Sports& Games	Mr. Mohd. Hashim
15	Music	Mr. Narayan Bharadwaj
16	Dance	Ms. TulikaSaha
17	Art & Craft	NEW PRT
18	Counsellor	Ms. Jaya Barve
19	Librarian	Ms.VarshaRaghuwanshi

APRIL 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2
4 SATRARAMMBH ASSEMBLY	5	6 INVESTITURE CEREMONY	7	8 ASSEMBLY IMPORTANCE OF SOLAR ENERGY	9 TEACHER'S WORKSHOP ACP SESSION CLASS-VI&VII
11 INTER-HOUSE DISPLAY BOARDS COMPETITION I-V-GO GREEN VI-X -"NEW BEGINNINGS"	12	13	14 HOLIDAY AMBEDKAR JAYANTI	15 HOLIDAY GOOD FRIDAY	16
18 HEALTH & WELLNESS CLUB I-III MEDICAL TIPS Guest Speaker IV-V MEDICALKITS (CC)	19	20	21	22 NATURE CLUB – "WASTE WATCHERS" INAUGRATION OF COMPOST PIT (CC)	23 FOURTH SATURDAY ACP SESSION CLASS-VIII
25 HEALTH & WELLNESS CLUB VI-VIII REMEDIES & FIRST AID IX-X PPT ON COMMON DISEASES & REMEDIES	26 INTERNATIONALO NLINE AAGAZ 2022	27	28	29	30 SPORTS DAY CLASS- IV & V SPECIAL ASSEMBLY LABOUR DAY & CELEBRATION (CLASS-IX-X)

MONTHLY ACTIVITES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS

MAY 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3 HOLIDAY ID-UL-FITRE	4	5	6	7
9	10	11	12	13	14 SECOND SATURDAY
16 HOLIDAY BUDH PURNIMA	17	18	19	20	21 IX – X SUMMER VACATION START
23	24	25	26	27	28 FOURTH SATURDAY
30	31				

* SUMMER CAMP 2nd MAY- 20th MAY 2022

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS

JUNE 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4
6	7	8	9	10	11 SECOND SATURDAY
13	14	15	16	17	18
20 SCHOOL REOPENS PS-X	21 HEALTH & WELLNESS CLUB INTERNATIONAL YOGA DAY CELEBRATION	22	23	24	25 FOURTH SATURDAY ACP SESSION CLASS-VIII
27 INTERHOUSE COMPETITION I-V- YOGA POSTURES WITH STORY TELLING VI-X- THE 3RS DEMO(SG)	28	29	30 SPORTS DAY CLASS- VI		

MONTHLY ACTIVITIES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS

JULY 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 SPECIAL ASSEMBLY DOCTOR'S DAY	2 TEACHERS WORKSHOP ACP SESSION CLASS-VI
4 INTERHOUSE COMPETITION I-V LITTLE DIETICIANS VI-X CHEFS AT WORK	5	6	7	8	9 PTM (PS-X) SECOND SATURDAY
11 PA-I START 6,7,8 -ENGLISH EVAL- I START 1,2,4- MATHS 3,5- HINDI	12 6,8,10-SST 7,9- SCIENCE	13 6,8,10- HINDI 7,9- SST	14 6,8,10- MATHS 7,9- HINDI	15 6,7,8-SANSKRIT 9,10- ENG.	16 ACP SESSION CLASS-VII
18 1,2, 4- ENG. 3,5- MATHS 6,8,10-SCIENCE 7,9- MATHS	19	20	21	22 5- SANSKRIT	23 FOURTH SATURDAY ACP SESSION CLASS-VIII
25 BOOK CLUB I-V- READING FOR A CAUSE- DEARLY VI-X BOOK LAUNCH & INAUGURATION OF BOOK CORNER (SG) 1,2,4- HINDI	26	27	28 SPORTS DAY CLASS-VII& VIII	29 SPECIAL ASSEMBLY INTERNATIONAL TIGER DAY	30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 1,2,3- EVS 4,5- SST	2 SPECIAL ASSEMBLY SANSKRIT DAY	3	4 SPECIAL ASSEMBLY RAKSHA BANDHAN	5 4,5-G.SCIENCE EVAL- I ENDS	6 TEACHERS WORKSHOP ACP SESSION CLASS-VI
8 INTER-HOUSE COMPETITION I-III EXTEMPORE ON QUALITIES OF GOOD FRIENDS IV-V MAKING OF FRIENDSHIP BANDS VI-VIII MAKING OF FRIENDSHIP CARDS IX-X TRIBUTE TO FRIENDSHIP	9 MUHARRAM HOLIDAY	10	11 RAKSHA BANDHAN HOLIDAY	12	13 SPECIAL ASSEMBLY INDEPENDENCEDAY ACP SESSION CLASS-VII SECOND SATURDAY WORKING
15 INDEPENDENCE DAY	16	17	18 SPECIAL ASSEMBLY JANMASHTAMI	19 JANMASHTAMI HOLIDAY	20
22 MATHS CLUB ACTIVITY I-V SUDUKU MAKING VI-X PUZZLE MAKING	23	24	25	26 SPECIAL ASSEMBLY NATIONAL SPORTS DAY	27 FOURTH SATURDAY ACP SESSION CLASS-VIII
29 NATIONAL SPORTS DAY INTER -SCHOOL SPORTIUM	30	31 SPORTS DAY CLASS-I			

SEPTEMBER 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 PTM (PS-X) ACP SESSION CLASS-VI
5 TEACHER'S DAY SPECIAL ASSEMBLY SCIENCE CLUB I- X DIY (SG)	6 PRACTICAL EXAM 6-10 STARTS 6,8,10-ENG,MATHS 7,9- HINDI,SCIENCE	7 6,8,10- HINDI,SCIENCE 7,9- ENG,MATHS	8 SPECIAL ASSEMBLY INTERNATIONAL LITERACY DAY(CLASS I-V) 9,10- SST 6,7,8-SST &SANSKRIT	9	10 SECOND SATURDAY
12 INTERHOUSE COMPETITION I-V- MERI RACHNA VI-X- MERE PRIY LEKHAK	13	14 INTERNATIONAL LITERARY FIESTA	15	16 PA-2 6,8,10- SCIENCE 7,9- SST	17 TEACHERS WORKSHOP ACP SESSION CLASS-VII
19 6,8,10- HINDI 7,9- MATHS	20 6,8,10- SST 7,9- SCIENCE	21 6,8,10- ENG. 7,9- HINDI	22 6,8,10- MATHS 7,9- ENG.	23 6,7,8- SANSKRIT	24 FOURTH SATURDAY ACP SESSION CLASS-VIII
26 6,7,8-COMP PA-2 ENDS	27	28 SPECIAL ASSEMBLY DUSSHERA (I-V)	29 SPORTS DAY CLASS-II	30 SPECIAL ASSEMBLY GANDHI JAYANTI (VI-X)	

MONTHLY ACTIVITES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS

OCTOBER 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 PTM (PS-X) ACP SESSION VI
3 ASHTAMI	4 RAM NAVMI	5 DUSSEHRA	6	7	8 SECOND SATURDAY
10 INTERHOUSE I-III- DIYA DECORATION IV-V- LANTERN LIGHT VI-X- COLOURS OF LIFE (GROUP ACTIVITY)	11 SPECIAL ASSEMBLY GIRL CHILD DAY (SG)	12	13 KARVA CHAUTH	14 EVAL-II START 1,2,3,4, 5 G.K	15 TEACHERS WORKSHOP ACP SESSION VII
17 LITERARY CLUB I-V POET'S DAY 1,2,3,4,5-COMP.	18	19	20 UN DAY	21 SPECIAL ASSEMBLY DIWALI	22 FOURTH SATURDAY
24 DIWALI	25 GOVERDHAN PUJA DIWALI BREAK	26 BHAJ DOOJ	27	28 5-SANS. SPORTS DAY CLASS-III	29 ACP SESSION VIII
31 SPECIAL ASSEMBLY UNITY DAY LITERARY CLUB VI-X AUTHOR'S DAY					

MONTHLY ACTIVITIES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS .

NOVEMBER 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5 TEACHERS WORKSHOP ACP SESSION VI
7 SPECIAL ASSEMBLY ON GURU NANAK JAYANTI 1,2,4-HINDI 3,5- ENG.	8 GURU NANAK BIRTHDAY HOLIDAY	9	10	11 SPORTS DAY IX-X 4,5-G. SCIENCE	12 SECOND SATURDAY
14 SPECIAL ASSEMBLY CHILDREN'S DAY INTEGRITY CLUB I – QUOTES ON MORAL VALUES II-III STORY WITH MORALS IV-V MORTALE (SHARING OF EXPERIENCES) (SG)	15 BIRSA MUNDA JAYANTI HOLIDAY	16 1,2,4- ENG. 3,5- MATHS	17	18	19 ACP SESSION VII & VIII
21 1,2,3-EVS 4,5- SST INTEGRITY CLUB VI-X MORTEC (SG)	22	23	24	25	26 ANNUAL DAY
28	29 INTER HOUSE COMPETITION I-V MAGIC OF RHYTHM VI-X SYMPHONY	30 1,2,4- MATHS 3,5- HINDI EVAL-II ENDS			

MONTHLY ACTIVITES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V),CLASS QUIZ, STUDENTS WORKSHOPS .

DECEMBER 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2 SPECIAL ASSEMBLY ON PEOPLE WITH SPECIAL NEEDS	3 TEACHERS WORKSHOP ACP SESSION VI
5 PA-3 START 6,8,10- HINDI 7,9- SST	6 6,8,10- MATHS 7,9- SCIENCE	7 6,8,10- ENG. 7,9- HINDI	8 6,8,10- SCIENCE 7,9- MATHS	9 6,8,10- SST 7,9- ENG.	10 SECOND SATURDAY
12 SPECIAL ASSEMBLY HUMAN RIGHTS DAY 6,7,8- SANSKRIT PA-3 ENDS NATURE CLUB I-V NATURE GIFTS VI-X FABRIC FUN	13	14	15	16 ANNUAL SPORTS DAY	17 PTM(PS-X) ACP SESSION VII
19 INTER HOUSE I-III- MY SANTA IV-V- MY X-MAS TREE VI-VIII-WREATH &RITUALS IX-X- DECK UP FOR SANTA	20	21	22 NATIONAL MATHS DAY	23 SPECIAL ASSEMBLY CHRISTMAS	24 FOURTH SATURDAY CHAIN OF GENEROSITY ACP SESSION VIII
26 WINTER BREAK START	27 HOLIDAY	28	29	30 WINTER BREAK	31

MONTHLY ACTIVITES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V),CLASS QUIZ, STUDENTS WORKSHOPS

JANUARY 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 INTERHOUSE COMPETITION I-III RJ IV-V BBPS NEWS CHANNEL VI-X RADIO SHOW	3	4 NEW YEAR ASSEMBLY	5	6	7 TEACHERS WORKSHOP ACP SESSION VI
9 SCIENCE CLUB I-V- JUNIOR SCIENTIST VI-X- SENIOR SCIENTIST	10	11	12	13	14 SECOND SATURDAY
16 PREBOARD-X PRACTICE TEST- IX STARTS IX- HINDI X- ENGLISH	17 IX- ENGLISH X- HINDI	18 IX- SST X- MATHS	19 IX- MATHS X- SCIENCE	20 IX- SCIENCE X- SST PREBOARD & PRACTICE TEST ENDS	21 ACP SESSION VII
23	24	25 SPECIAL ASSEMBLY REPUBLIC DAY	26 HOLIDAY REPUBLIC DAY	27	28 FOURTH SATURDAY ACP SESSION VIII
30	31 ANNUAL ATHLETIC MEET MONT. DEPART.				

MONTHLY ACTIVITES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V),CLASS QUIZ, STUDENTS WORKSHOPS .

FEBRURAY 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 TEACHERS WORKSHOP ACP SESSION VI
6 PRE-BOARD -2 EXAMSTARTS 10- SST HINDI LITERARY CLUB I-III ELOCUTION IV-V TONGUE TWISTER VI-VII EXTEMPORE VIII-IX DEBATE	7 10- SCIENCE	8 10-MATHS	9 10-HINDI	10 EVAL-III START 1,2-G.K. 3,4- COMP 10-ENGLISH PRE-BOARD -2 EXAMENDS	11 SECOND SATURDAY
13 1,2,-COMP 3,4- GK PRACTICAL EXAM 5-10 5,7,9- HINDI,SCIENCE 8,10- MATHS,ENG.	14 5,7,9- MATHS,ENG. 8,10 HINDI,SCIENCE	15 5,6,7,8-SANSK. 5,6,7,8,9,10-SST	16	17 CLASS X FAREWELL	18 MAHA- SHIVRATRI
20 ANNUAL EXAM START -9 9- MATHS 1, 2 ENGLISH 3,4- MATHS	21	22 9- HINDI	23	24 9- SST	25 FOURTH SATURDAY PTM (CLASS PS-X) ACP SESSION VII&
27 ANNUAL EXAM START V-VIII 1,2 MATHS 3,4- ENG. 5,6,7,8-SANK 9- ENG	28 SCIENCE DAY				

MARCH 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 5,7- MATHS 6,8- ENG. 9- SCIENCE (EXAM END)	2	3 NATURE CLUB ORGANIC HOLI COLOURS MAKING (I-IV) 5,7- HINDI 6,8- SST	4 TEACHERS WORKSHOP ACP SESSION VI
6 1,2,3- EVS 4- SST 5,7- SST 6,8- SCIENCE	7 <div style="text-align: center;"> HOLI  </div>	8 HOLIDAY	9 5,7- ENG. 6,8-MATHS	10 4- G. SCIENCE 5-G.K	11 SECOND SATURDAY
13 3,4, - HINDI EVAL-III ENDS 5,7- SCIENCE 6,8- HINDI	14 5,6,7,8-COMP. ANNUAL EXAM ENDS PIE DAY	15	16	17	18 GRADUATION DAY CLASS -II ACP SESSION VII
20	21	22	23	24 PTM (I-IX)	25 FOURTH SATURDAY ACP SESSION VIII
27	28	29	30 RAM NAVMI	31	

MONTHLY ACTIVITIES-

HAPPENING LIBRARY, EXCHANGE PROGRAM, FITNESS PROGRAM (I-V), CLASS QUIZ, STUDENTS WORKSHOPS.



LIST OF COORDINATORS(2022-23)

S.NO	ACTIVITY / EVENT	COORDINATOR
1.	OVERALL COORDINATORS	Mrs.Archana Yadav(I-V) Mrs.Richa.B.Jolliffe(VI-X)
2.	EXAMINATIONS	Ms. Jyoti Moyade
3.	INTER-HOUSE INTER SCHOOL	Ms. Tulika Saha
4.	CLUBS	Ms.Shikha Singh
	English Literary Club	Mrs. Richa Jolliffe (VI-X) Mrs. Abhilasha Upadhyay (I-V)
	Hindi Literary Club	Mr. Mahesh Tiwari (VI-X) Mr. Piyush Jain (I -V)
	Reader's Club	Mrs.Varsha Raghuvanshi
	Heath & Wellness Club	Mr.Hashim –(VI-X) Dr.Jaya Barve –(I-V)
	Nature Club	Mr.Narayan P.Bhardwaj (VI-X) Ms.Shikha Singh (I-V)
	Maths Club	Mrs.Archana Yadav (VI-X) Mr.Sangeet Meshram (I-V)
	Scientific Skills Club	Mrs. Jyoti Moyade(VI-X) New Teacher (I-V)
	Integrity Club	Mrs.Jitarani Sahoo(VI-X) New Teacher(I-V)
5.	ASSEMBLY INCHARGE	Mr. Piyush Jain



SPECIAL EVENTS 2022-23

S.NO.	MONTH	TOPIC
1.	6 th APRIL 2022	INVESTITURE CEREMONY
2.	26 th APRIL 2022	ONLINE AAGAZ
3.	8 th MAY 2022	MOTHER'S DAY
4.	21 th JUNE 2022	INTERNATIONAL YOGA DAY
5.	14 th SEPTEMBER 2022	INTERNATIONAL LITERARY FIESTA
6.	29 th AUGIUST 2022	SPORTIUM
7.	26 th NOVEMBER 2022	ANNUAL DAY
8.	16 th DECEMBER 2022	SPORTS DAY
9.	31 th JANUARY 2023	ANNUAL ATHLETIC MEET –MONT. DEPARTMENT
10.	17 th FEBRRUARY 2023	FAREWELL CLASS-X
11.	18 th MARCH 2023	GRADUATION DAY CLASS - II



ASSEMBLY PLAN FOR CLASSES I-X (2022-23)

S.NO.	DATE	THEME	LEARNING OUTCOMES	Class Teachers
1.	4/04/2022	SATRARAMBH	Learn how to start new work with positivity.	Mr. Narayan Prasad Bharadwad, Ms. Tulika Saha
2.	08/04/2022	IMPORTANCE OF SOLAR ENERGY	Understand the benefits of Solar Energy.	VII
3.	12/4/22	Importance of studies in our life.	Students will understand the importance of study and study in different ways	VI
4.	20/4/22	Health is wealth.	How to keep the body healthy and strong and what is the importance of healthy in life. Students will know about it.	VIII
5.	26/4/22	Power of reading.	Reading increases the concentration of attention. The mind remains stable. Students will learn about the importance etc.	V
6.	30/04/2022	LABOUR DAY	learn about the work and rights of labours	Class- X Teacher
7.	01/07/2022	DOCTORS'S DAY	Importance of medicine, doctors & health awareness.	IV
8.	06/7/21	Self discipline is the best discipline.	Students will learn about the benefits of self discipline.	III
9.	13/7/21	Punctuality	Students will work on time and what is the importance of time in life. Will know about him.	II
10.	20/7/22	Happiness	Students will lead a happy life and there will be a positive change in the students.	I

11.	27/7/22	Humanity	Morality will be developed in the students. Student learn about Humanity.	VIII
12.	29/07/2022	INTERNATIONAL TIGER DAY	Protection and importance of tigers and wild animals.	VII
13.	02/08/2022	SANSKRIT DAY	Importance of Sanskrit language	VI
14.	04/08/2022	RAKSHABANDHAN	Understand the importance of relations.	V
15.	13/08/2022	INDEPENDENCE DAY	Learn to love and respect their country.	VII Mr. Naryan Bhardwaj and Ms. Tulika Saha
16.	18/08/2022	JANMASHTAMI	Learn about god Krishna and his works of mankind.	III
17.	26/08/2022	NATIONAL SPORTS DAY	Students will learn the importance of sports. Developing the spirit of teamwork in the students	Mr. Hashim
18.	05/09/2022	TEACHERS DAY	Learn respecting teachers for their guidance and support.	Class- IX Class
19.	08/09/2022	INTERNATIONAL LITERACY DAY (I-V)	Importance of Literature.	V
20.	12/09/22	Cyber safety	Students will learn and become aware about the measures of cyber safety.	IX-X
21.	14/09/2022	Hindi Diwas	Importance of Hindi Diwas	VIII
22.	28/09/2022	DUSSHERA (I-V)	Learn the importance to celebrate the festival and the way to celebrate it.	I
23.	30/09/2022	GANDHI JAYANTI (VI-X)	Learn about our freedom fighters and their works.	II
24.	05/10/22	Hard work and success	Students Will be hardworking and will know the importance of hard work.	VI
25.	11/10/2022	GIRL CHILD DAY	Gender equality will be promoted. Students will learn that girls can also do everything.	VIII
26.	21/10/2022	DIWALI	Learn right way to celebrate festivals	V
27.	31/10/2022	UNITY DAY	develop a sense of unity	VI
28.	07/11/2022	GURUNANAK JAYANTI (VI-X)	Learn about Guru nanak Ji	VII

29.	14/11/2022	CHILDRENS DAY	Learn the importance of celebrating Childrens Day	Ms. Varsha Raghuwanshi
30.	21/11/22	Best way of learning	Students will learn and apply various methods of learning.	IV
31.	28/11/22	Helping other's	Morality will be developed in the students.	II
32.	02/12/2022	PEOPLE WITH SPECIAL NEEDS	Students will learn about rights and responsibilities of people.	I
33.	07/12/2022	Failure and success	Students will face various challenges in life. And go ahead.	VIII
34.	12/12/2022	HUMAN RIGHTS DAY (I-V)	Students will learn about rights and responsibilities of people.	V
35.	23/12/2022	CHRISTMAS	Learn how to celebrate the festivals and its reason.	VI
36.	04/01/2023	NEW YEAR	Learn the importance of new beginning.	VII
37.	11/1/23	positive attitude and its benefits	There will be an increase in positivity among the students.	IV
38.	25/01/2023	REPUBLIC DAY	Raise the feeling of patriotism	III
39.	01/2/22	Save Water	Students will conserve water and save water through various measures.	II
40.	08/2/22	Waste management	Students will make useful items from various useless items.	I
41.	15/2/22	Concentration	Learn the importance of concentration.	III
42.	22/2/23	Good manners	There will be positive changes in the behavior and ethics of the students.	IV
43.	02/03/2023	HOLI	Learn the importance of colours in their life	Ms. Varsha Raghuwanshi, & Class-IInd
44.	08/03/23	Patience	Students learn about importance of patience	III
45.	15/03/23	Mindfulness	Important of mindfulness	II
46.	22/03/23	Never ever give up	Importance of confidence	I
47.	29/03/23	A goal without a plan is just a wish	importance of goals in life	IV



INTERHOUSE COMPETITION 2022-23

S.NO.	DATE	COMPETITION /ACTIVITY	COORDINATOR
1.	11/04/2022	BOARD DECORATION I-V GO GREEN VI-X NEW BEGINNING	Ms. Tulika saha
2.	27/06/2022	I-V- RHYTHMIC YOGA VI-X- THE 3R'S DEMO	Ms. Jaya Barve & Mr. Narayan Bhardwaj Ms. Jyoti Moyade
3.	04/07/2022	I-V LITTLE DIETICIANS VI-X CHIEFS AT WORK	Ms. Tulika saha
4.	08/08/2022	I-III EXTEMPORE ON QUALITIES OF FRIENDS IV-V MAKING OF FRIENDSHIP BAND VI-VIII MAKING OF FRIENDSHIP CARDS IX-X TRIBUTE TO FRIENDSHIP (COMPOSITION)	Ms. Abhilasha Upadhyay Ms. Jitarani Sahoo Ms. Varsha Raghuwanshi M. Hashim
5.	12/9/2022	INTERHOUSE COMPETITION I-V- MERI RACHNA VI-X- MERE PRIY LEKHAK	Mr. Piyush jain Mr. Mahesh Tiwari
6.	10/10/2022	INTERHOUSE I-III- DIYA MAKING IV-V- PAPER LANTERN VI-X- Colours of Life	Ms. Jaya Barve Mr. Sangeet Meshram New Art Teacher
7.	29/11/2022	I-V RHYTHM OF LIFE VI-X SYMPHONY	Ms. Tulika saha Mr. Narayan Bhardwaj
8.	19/12/2022	I-III-SANTA FACE DECORATION IV-V- X-MAS TREE VI-VIII-WREATH & RITUALS IX-X-DECK UP FOR SANTA	New Art Teacher New Art Teacher MS. Archana Yadav Ms. Archana Yadav
9.	02/01/2023	I-III RJ IV-V BBPS NEWS CHANNEL VI-X RADIO SHOW	MS. Shikha Singh MS. Varsha Raghuwanshi Ms. Roicha Jolliffe



CLUB ACTIVITIES FOR CLASSES I-V 2022-23

APRIL 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-III	18/4/2022	HEALTH & WELLNESS	MEDICAL TIPS Guest Speaker	The students will gain knowledge about the correct medication through the medical workshop.
IV-V	18/4/2022	HEALTH & WELLNESS	MEDICAL KITS (SG)	Students will: 1. become more aware of the contents and uses of a First Aid Kit. 2. identify common items found in a First Aid Kit by working in small groups. 3. identify situations in which it is appropriate to use items in a First Aid Kit.

JUNE 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V	20/6/2022	HEALTH & WELLNESS	YOGA POSTURES WITH STORY TELLING	Students will gain knowledge about the different yoga postures

JULY 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V	25/7/2022	READER'S CLUB	READING FOR A CAUSE -D.E.A.R	1.Students will be able to enhance their Vocabulary and reading skills. 2.Students will be able to increase their knowledge on a topic Enhancing One's Imagination. 3. Students will be able to develop their concentration power entertainment and Peace of Mind

AUGUST 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V	22/8/2022	SCIENTIFIC MATHS CLUB	SUDUKU MAKING	1. Student will be able to learn Inductive, deductive approach, Reasoning & Higher order thinking skill. 2.Students will able to make alphanumeric Sudoku using different numerals.

SEPTEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
1-V	5/9/2022	SCIENTIFIC CLUB	DIY	Students will able to learn:- Integrate and interrelate the concepts with other areas.Learn to representations of concepts, phenomenon, and processes.

OCTOBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V1	17/10/2022	ENGLISH LITERARY	POET'S DAY	1. Students will learn about famous poets and poems. 2.Students will enhance public speaking skill I-V

NOVEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I	14/11/2022	INTEGRITY CLUB	QUOTES ON MORAL VALUES	Students will learn to form sentences They will enhance their spoken English
II-III	14/11/2022	INTEGRITY CLUB	STORY WITH MORALS	Students will learn the art of story -telling. They will refine their spoken skills
VI-V	14/11/2022	INTEGRITY CLUB	MORTALE (SHARING OF EXPERIENCES)	The students will learn to recapitulate and share their life experiences

DECEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V	12/12/2022	NATURE CLUB	NATURE GIFTS	Students will learn about the natural resources available in nature. They will enhance their creative skills

JANUARY 2023

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-V	9/1/2023	SCIENTIFIC SKILLS CLUB	JUNIOR SCIENTIST	The students will gain knowledge about the various science experiments. They will enhance their spoken skills.

FEBRUARY 2023

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-III	6/2/2023	HINDI LITERARY	ELOCUTION	The students will refine their communication skills They will build up their confidence
IV-V	6/2/2023	HINDI LITERARY	TONGUE TWISTER	The students will gain knowledge about the tongue twisters. They will gain confidence by practice Hindi

MARCH 2023

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
I-IV	3/3/2023	NATURE CLUB	ORGANIC HOLI COLOURS	The students will learn about organic colours and gain knowledge about creating colours of their own



CLUB ACTIVITIES FOR CLASSES VI-X 2022-23

APRIL 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-VII	25/4/2022	HEALTH & WELLNESS	REMEDIES & FIRST AID	
IX-X	25/4/2022	HEALTH & WELLNESS	PPT ON COMMON DISEASES & REMEDIES	

JUNE 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	21/6/2022	HEALTH & WELLNESS	YOGA FOR CURE	

JULY 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	25/7/2022	READER'S CLUB	BOOK LAUNCH & INAUGURATION OF BOOK CORNER (SG)	1.Students will be able to enhance their Vocabulary and reading skills 2.Students will be able to increase their knowledge on a topic 3. Students will be able to develop their concentration power, entertainment and Peace of Mind

AUGUST 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	22/8/2022	MATHS CLUB ACTIVITY	PUZZLE MAKING	Students will have opportunities to develop their explorative, creative and inventive skills.Logical thinking and

				reasoning skills
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SEPTEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	5/9/2022	SCIENTIFIC SKILLS CLUB	DIY	Students will able to learn to Integrate and interrelate the concepts with other areas. Learn to representations of concepts, phenomenon,

OCTOBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	31/10/2022	ENGLISH LITERARY	AUTHOR'S DAY	1. Students do research on their own. 2. Gain knowledge about the nation and international authors. 3. Enhance their speaking skills to Build up confidence by public speaking

NOVEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	21/11/2022	INTEGRITY CLUB	MORTEC (SG)	Learning outcomes: I) Develop intellectual skill ii) Develop cognitive strategy iii) Develop verbal and motor skills and attitude

DECEMBER 2022

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	12/12/2022	NATURE CLUB	FABRIC FUN	Outcomesexplains the dying and printing methods of textile materials.Explains the importance of dyeing of textiles.Explains dying and printing methods of textile materials.Describes the main differences of textile dyes.

JANUARY 2023

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-X	9/1/2023	SCIENTIST SKILLS	SENIOR SCIENTIST	Students will able to learn:- Integrate and interrelate the concepts with other areas. Learn to representations of concepts, phenomenon, and processes. Scientific thinking process and also to develop a scientific and rational attitude. A focus on long term, academically-focused relationships between youth club members and practicing scientists.

FEBRUARY 2023

CLASS	DATE	NAME OF CLUB	ACTIVITY	LEARNING OUTCOME
VI-VIII	6/2/2023	HINDI LITERARY	EXTEMPORE	The students will enhance their spoken skills and gain knowledge through research work .
IX-X	6/2/2023		DEBATE	The students will refine their skills of presenting their ideas and thought process in a conducive environment.



SPORTS ACTIVITIES FOR CLASSES I-X 2022-23

S.NO.	Date	CLASS
1.	30/04/2022	IV & V
2.	30/06/2022	VI
3.	28/07/2022	VII & VIII
4.	31/08/2022	I
5.	29/09/2022	II
6.	28/10/2022	III
7.	11/11/2022	IX & X
8.	16/12/2022	ANNUAL SPORTS DAY
9.	31/01/2023	ANNUAL ATHLETIC MEET MONT. DEPARTMENT



AWAKENED CITIZEN PROGRAM FOR STUDENTS
CLASSES VI-VIII (2022-23)
YEAR I

S.NO.	CLASS	TOPICS	LEARNING OUTCOMES
1.	VI	Session 1 Developing faith in our infinite possibilities	Students get introduced to the goals of the Awakened Citizen Program and discover 4 ways to awaken their infinite inner power lying dormant within them, which can increase their faith in themselves (i.e. their inner power).
2.	VI	Session 2 The human possibilities open to us	Students review the key idea of the first session and get introduced to the 2 types of human possibilities open to us: (i) our universal possibilities and (ii) our unique possibilities.
3.	VI	Session 3 Being Heroic	Students discover how each of us can awaken our universal possibility of 'being heroic', in our everyday life.
4.	VI	Session 4 Expanding Myself	Students discover three ways in which each of us can awaken the possibility of expanding ourselves.
5.	VI	Session 5 Living in Harmony	Students discover how each of us can awaken this possibility of living in harmony.
6.	VI	Session 6 Seeking Perfection	Students explore 4 different aspects of our life in which we can pursue excellence or seek perfection and discover how each of us can awaken this possibility in our day-to-day life
7.	VI	Session 7 Recognizing the sacred (Developing shraddha)	Students discover what it means to unfold the possibility of recognizing the sacred (developing shraddha) in two areas – developing shraddha in our cultural heritage and traditions & developing shraddha in our nationhood and democratic traditions of India.
8.	VI	Session 8 Being a truth-seeker	Students discover different ways in which we can awaken our truth-seeking spirit.
9.	VI	Session 9 Review of our universal possibilities	Students review all the universal possibilities that they've explored so far.
10.	VI	Session 10 Part A: Playing games and sports Part B: Adapting to the environment I live in	In Part A, students explore our physical possibility of playing games and sports and discover how our personality develops and transforms through this possibility. In Part B, they explore the possibility of adapting to the environment we live in and discover how several of our qualities and capacities that lie dormant within us get awakened through it.

11.	VI	Session 11 Part A: Expressing myself Part B: Engaging with culture and society	In Part A, students explore the possibility of engaging with culture and society and discover the qualities and capabilities they develop because of it. In Part B, they discover our physical possibility of ‘creating value’ and discover the capabilities we develop because of it.
12.	VI	Session 12 Part A: Creating Value Part B: Expanding the limits of my world	In Part A, students discover our physical possibility of ‘creating value’ and discover the capabilities we develop because of it. In Part B, they explore the possibility of expanding the limits of my world and discover the qualities and capacities that they can develop because of it
13.	VI	Session 13 Part A: Realizing a creative vision Part B: Working with collective intelligence	In Part A, students explore our knowledge possibility of ‘realizing a creative vision’. In Part B, they explore the possibility of ‘working with collective intelligence’.
14.	VI	Session 14 Part A: Inventing new things Part B: Developing solutions to complex social challenges	In Part A, students explore the possibility of ‘Inventing new things’. In Part B, they explore the possibility of developing solutions to complex social challenges.
15.	VI	Session 15 Part A: Learning in all parts of my life Part B: Extending the limits of human knowledge	In Part A, students explore the knowledge possibility of ‘learning in all parts of my life’ and learn 6 ways to awaken this possibility in themselves. In Part B, they explore the knowledge possibility of ‘extending the limits of human knowledge’
16.	VI	Session 16 Summary of our unique possibilities	Students review all the unique possibilities that they’ve explored so far and conclude their key learnings out of this year of the Awakened Citizen Program.



AWAKENED CITIZEN PROGRAM FOR STUDENTS YEAR II

S.NO.	CLASS	TOPICS	LEARNING OUTCOME
1.	VII	Session 1 The Introduction	Students discover how unfolding one's universal possibilities (the focus of Year 2) is the foundation of a great character & personality and has the power to transform one's personality and contribution in the world.
2.	VII	Session 2 Developing Atmashraddha - Part 1 & 2	In Part 1, explore 4 different ways to develop openness to learning which in turn leads to strengthening of our atmashraddha; and in Part 2, learn how "continuously improving oneself in whatever we do" helps us increase our Atmashraddha or self-confidence over time.
3.	VII	Session 3 Developing Atmashraddha - Part 3 & 4	In Part 3, students discover how willingness to face challenges helps increase Atmashraddha over time. In Part 4, they explore taking on bigger and bigger goals & accomplishing them as a pathway to build their own atmashraddha.
4.	VII	Session 4 Being Heroic - Part 1 & 2	In Part 1, students explore 'facing challenges courageously' – the first form of heroism we can develop within ourselves. They recognize the three forms of courage and how we can act with courage in our day-to-day lives. In Part 2, they explore different ways in which the heroic spirit is awakened when we choose to act with honesty & integrity, irrespective of consequences.
5.	VII	Session 5 Being Heroic - Part 3 & 4	In Part 3, students explore how keeping commitments awakens their heroic spirit within. In Part 4, they learn how 'choosing to obey' can also be a heroic choice & recognize the distinction between 'being forced to obey' & 'choosing to obey'
6.	VII	Session 6 Expanding Myself - Part 1 & 2	In Part 1, students learn how to widen their zone of concerns, through a case example relevant to school life. In Part 2, they learn how to think of the wider impact of their actions, through 1 or 2 case examples.
7.	VII	Session 7 Expanding Myself - Part 3 & 4	In Part 3, Students learn how to consciously expand themselves by making more and more unselfish choices in any situation they face on a day-to-day basis. This is done through 1 or 2 case examples. In Part 4, they explore 3 alternative approaches or ways of working in teams or multiple groups and discover the most inclusive approach that can help us expand ourselves.
8.	VII	Session 8 Living in Harmony - Part 1 & 2	In Part 1, students discover how harmony can be created by focusing on our similarities and accepting our differences in the context of family, community & nation, through 1 or 2 cases. In Part 2, they learn 3 ways to develop 'respect for the people around us' that will help us build harmony with others.
9.	VII	Session 9 Living in Harmony - Part 3 & 4	In Part 3, students learn to see things from other people's point of view to awaken concern for others so that they seek to do something concrete to demonstrate concern & live in harmony. In Part 4, students learn to build harmony in a collective, by sharing in the responsibilities of collectives we are a part of (team, community & family) & how it leads to harmony.

10.	VII	Session 10 Seeking Perfection - Part 1 & 2	In Part 1, students learn what is involved in seeking perfection in making a product such as an assignment. They also explore the effects of such an approach in any product they make. In Part 2, students explore 3 different areas in which we can follow the ‘right method’ to seek perfection
11.	VII	Session 11 Seeking Perfection - Part 3 & 4	In Part 3, students learn how to seek perfection in our interactions with others, by recognizing what is ‘appropriate’ behavior in a particular context. In Part 4, they recognize how they can seek perfection in the different roles they play, by going deeper into 1 or 2 case examples of roles (as a friend) & (as a student). If time is short, do any one case example (Exp 2 or Exp 3).
12.	VII	Session 12 Developing Shraddha (Recognizing the Sacred) - Part 1	Enabling students to learn how to systematically build in themselves a sense of respect and pride in Indian culture & traditions (and that of other countries), through a series of 3 explorations.
13.	VII	Session 13 Developing Shraddha (Recognizing the Sacred) - Part 2	Students learn 6 simple practices that will help them develop shraddha in our nationhood and democratic traditions.
14.	VII	Session 14 Being a Truth- seeker - Part 1 & 2	In Part 1, students appreciate 3 methods that can help each of us develop a scientific mode of thinking in our approach to any situation. In Part 2, they appreciate 4 ways that can help each of us seek truth in the way we react to people and situations.
15.	VII	Session 15 Being a Truth- seeker - Part 3 & 4	In Part 3, students appreciate what it means to “seek truth in society” & it’s importance in our lives i.e. how by actively participating in truth-seeking as citizens, we can help keep corruption and malpractice in society under control. In Part 4, they appreciate “facing reality in oneself” as a method by which we can seek truth within ourselves and develop our self-awareness as human beings. They explore 3 distinct ways of thinking & responding to everyday life experiences, that will help them be a truth-seeker in their own lives.
16.	VII	Session 16 Awakening our Possibilities	Students consolidate their learnings of the previous sessions by exploring the life incidents of a personality who had developed all the 6 Universal Possibilities, namely, Swami Vivekananda.



AWAKENED CITIZEN PROGRAM FOR STUDENTS

YEAR III

S.NO.	CLASS	TOPICS	LEARNING OUTCOME
1.	VIII	Session 1 Awakening our Human Possibilities - A Recap	Students explore the importance of awakening our human possibilities - from the larger 'awakened citizen' point of view, and the need for awakening our six universal possibilities in the context of the society (Indian society) we live in.
2.	VIII	Session 2 Developing faith in our infinite possibilities within	Students engage with 3 critical mental blocks or barriers, that can prevent the awakening of our possibilities, and learn 3 key 'ways to think' or thinking approaches, which will help remove these blocks and open up the way to unleashing all of our inner possibilities.
3.	VIII	Session 3 Awakening our possibilities in the context of the classroom	Students recognize how our class work can be an opportunity to awaken our possibilities and that school life need not be an endless stream of experiences and activities, but can be a series of 'products to be made', 'commitments to be kept', 'challenges to be overcome' and 'aspirations to be realized'.
4.	VIII	Session 4 Awakening our possibilities in the context of play and with friends	Students learn different approaches that lead to an awakening of their possibilities during play and while with friends and peers.
5.	VIII	Session 5 Awakening our possibilities in the context of family	Enabling students to recognize some of the critical 'success factors' in family life (for example, learning to accept and adjust with each other, living as a responsible member of a small collective, the importance of demonstrating human concern in relationships, etc.) and seeing each of these as spaces for awakening possibilities.
6.	VIII	Session 6 Awakening our possibilities in the context of the community we live in	Students learn different approaches that lead to an awakening of their possibilities in situations that come up in relation to the community they live in.
7.	VIII	Session 7 Awakening our possibilities in the context of the nation	In this session, students learn approaches in the context of citizenship and sharing in the responsibility of our nation, and thereby awaken their possibilities.
8.	VIII	Session 8	Students discover how different possibilities can get

		Awakening our possibilities in our career	awakened in different careers they choose. They also learn an important new criteria for making career choices – “How will the career give me the opportunity to bring out my hidden potential and inner possibilities as a human being?”
9.	VIII	Session 9 Introduction to the 'Pathways to Awakening'	Students are introduced to two modes that awaken their possibilities (1) by using every situation or context they are in as an opportunity to awaken possibilities (as seen in session 3-8) (2) by practice and consciously developing possibilities through the 6 pathways to awakening that will be shown in the next 6 sessions (10-15).
10.	VIII	Session 10 Pathway 1 - Discrimination (Viveka)	Students explore the pathway of discrimination (viveka), that gives us the power to make right choices, thereby leading to an awakening of our possibilities.
11.	VIII	Session 11 Pathway 2 – Service	Students explore the second pathway of awakening - Service. They explore ‘service’ not in terms of a generic idea where we ‘do good’ or ‘help’ others. They appreciate how ‘service’ is a specific mode of mind or thinking that they can systematically develop in themselves
12.	VIII	Session 12 Pathway 3 - Concentration & Focus	Students explore the 3rd pathway to awaken our possibilities - Concentration and focus. ‘Concentration’ is not seen as a skill or ability here, but as the mental practice of taking up one idea/ activity/ goal/ purpose and organizing all our energies around it.
13.	VIII	Session 13 Pathway 4 - Same-Sightedness	Students explore how to practice same-sightedness by perceiving the deeper dimensions on which we are equal as human beings and acting out of it – irrespective of superficial hierarchies in position, status, gender, race, color, caste, education, capability, etc.
14.	VIII	Session 14 Pathway 5 - Positive Engagement	Students explore the pathway of ‘positive engagement’ that leads to openmindedness and removes a key barrier (i.e. our own fixed ideas/ prejudices/ mental blocks) that could prevent our possibilities from unfolding. They learn how to practice this in four key areas.
15.	VIII	Session 15 Pathway 6 - Developing towards our ideal	Students learn how to systematically develop towards an ideal. This is one more pathway that leads to awakening of their possibilities.
16.	VIII	Session 16 Program Conclusion	Students reflect on 6 ‘key learnings’ gained over the past three years.



WORKSHOPS FOR TEACHERS 2022-23

S.NO.	MONTH	TOPIC	LEARNING OUTCOME
1.	9 th APRIL 2022	IMPORTANCE OF PLANNING	IT HELPS TO ACHIEVE OBJECTIVES PROVIDES DIRECTIONS REDUCE OVERLAPPING AND WASTEFUL ACTIVITIES
2.	7 th MAY 2022	MULTITASKING AND MEETING DEADLINES	TEACHERS LEARN HOW MULTITASKING IS GOOD AND SAVE OR TIME AND ALSO OTHER POSITIVE EFFECTS OF MULTITASKING
3.	18 th JUNE 2022	MINDFULNESS	TEACHERS LEARN HOW REDUCE STRESS, ANXIETY, NEGATIVE AND EMOTIONAL REACTIVITY
4.	2 nd JULY 2022	HOW TO IMPROVE EFFICIENCY	TEACHERS LEARN ON VARIOUS WAYS TO IMPROVE EFFICIENCY AND ITS POSITIVE EFFECTS ON HIS LIFE.
5.	6 th AUGUST 2022	PROBLEM SOLVING TECHNIQUES	TEACHERS LEARN ABOUT PROBLEM SOLVING SKILLS AND WILL UNDERSTAND THE STEPS OF PROBLEM-SOLVING SKILL.
6.	17 th SEPTEMBER 2022	DIGNITY OF LABOUR	TEACHERS WILL LEARN WHY DIGNITY OF LABOUR IS IMPORTANT AND HOW IT EFFECTS YOUR SUCCESS.
7.	15 th OCTOBER 2022	EMOTIONAL INTELLIGENCE	TEACHERS LEARN HOW EMOTIONAL INTELLIGENCE FACILITATES OUR CAPACITY FOR RESILIENCE, MOTIVATION, EMPATHY AND OUR ABILITY TO READ AND NAVIGATE A PLETHORA OF SOCIAL SITUATIONS AND CONFLICTS
8.	5 th NOVEMBER 2022	BALANCING BETWEEN PERSONAL & PROFESSIONAL LIFE	TEACHERS LEARN WHY IT IS IMPORTANT TO BALANCE PERSONAL AND PROFESSIONAL LIFE AND SEVERAL WAYS OF BALANCING

			PROFESSIONAL AND PERSONAL LIFE.
9.	3 rd DECEMBER 2022	TEACHERS ARE LEARNERS	TEACHERS WILL LEARN HOW LEARNING OR UPDATING ITSELF IS IMPORTANT FOR TEACHERS TO DIRECT STUDENTS IN RIGHT DIRECTIONS
10.	7 th JANUARY 2023	NEW YEAR RESOLUTIONS	TEACHERS LEARN HOW RESOLUTION HELP YOU REFLECTS ON THE PAST, PRESENT AND FUTURE FIGURING OUT WHAT HAS BEEN WORKING AND WHAT MAY NEED TO BE FOR POSITIVE CHANGED
11.	4 th FEBRUARY 2023	PROBLEM SOLVING	TEACHERS LEARN ABOUT PROBLEM SOLVING SKILLS AND HOW IT EFFECTS THE GROWTH OF OUR PROFFECIONAL AND PERSONAL LIFE .



WORKSHOPS TOPICS 2022-2023 (classes 1-10)

CLASS 1

S.NO.	TOPICS
1.	Respect your belongings
2.	Health and Hygiene
3.	Safety
4.	Sitting and listening skill

Class 2 -3

S.NO.	TOPICS
1.	Self-Awareness
2.	Respect and Discipline
3.	Self-Management
4.	Friendship /social skill

CLASS 4-5

S.NO.	TOPICS
1.	Empathy
2.	How to improve memory and Concentration
3.	4 pillars of language-I (Listening & Reading skills)
4.	4 pillars of language-II (writing & speaking skills)

CLASS 6

S.NO.	TOPICS
17.	Importance of spoken English
18.	Friendship
19.	Awareness of self & surroundings
20.	Planning and Implementation

CLASS 7

S.NO.	TOPICS
21.	Decision making
22.	Emotional awareness and coping skills
23.	Self management
24.	Stress and anger management

CLASS 8

S.NO.	TOPICS
1.	Adolescence behaviour management
2.	Conflicts resolution
3.	Cyber security and safety
4.	Bullying

CLASS 9

S.NO.	TOPICS
1.	Peer pressure
2.	Appreciating Differences
3.	Understanding self
4.	Goal-Setting

CLASS 10

S.NO.	TOPICS
1.	Holistic approach in holistic development
2.	Conflicts resolution
3.	Decision-Making
4.	Career Awareness and Preparedness

NEW INITIATIVES-SUSTAINABLE GOALS

- ❖ GRATITUDE CARDS & GIFT BAGS - MAY
- ❖ MEDICAL KITS & SHARPNER CONTAINERS - MAY
- ❖ BOOK CORNER IN CLASSES- JULY
- ❖ THANK YOU CARDS FOR SOLDIERS- AUGUST
- ❖ MORTEC & MORTALE – NOVEMBER
- ❖ CHAIN OF GENEROSITY- DECEMBER



LIBRARY READING ACTIVITIES

MONTH	GROUP	READING ACTIVITIES	DESCRIPTION	ACTION PLAN	LEARNING OUTCOME
APRIL	PRIMARY			<ol style="list-style-type: none"> 1. Students will tell some memorable stories of their families. 2. The student can speak about what happened on special days, such as holidays, birthdays and family vacations. 3. As a home assignment students can write these stories in short with the help of their family members and stick old photographs or draw also. 	Speaking and communication skills
	MIDDLE	Family stories	Children will weave stories about their family members.		
		Reading comprehension	Students will be asked to read the passage and then some questions will be asked from the passage .	<ol style="list-style-type: none"> 1. Students will be asked to read the passage . 2. After completing the passage the students will be asked some questions from the passage . 	Improve their memory power
	SECONDARY			<ol style="list-style-type: none"> 1. Students will read any story one by one. 2. After completing the story the students will be asked to summarize the story in their own words. 3. For summarizing the story the students will be asked to keep the important points only. 	Such an activity helps them to think about the story from its beginning to its end. It also helps them in understanding and differentiating between the important and not-so-important elements of the story.
		Retell the tale	Children are encouraged to read and then summarize the story in about 5 sentences.		
MAY	PRIMARY/ MIDDLE/ SECONDARY			<ol style="list-style-type: none"> 1. On the decided day the whole school including Principal, students, teachers and Office staff will drop everything and read . 2. All will read their favorite story books, Novels, Biographies, Comic books etc. (either in digital or physical form). 3. Students, teachers, staff ensures that they are prepared for this activity and bring some reading material. 	Improve reading skills
		D.E.A.R	On any one decided day and time, everyone present in the school- students, teachers, staff will read together.		
JUNE	PRIMARY			<ol style="list-style-type: none"> 1. Senior classes students will first choose any moral story/folktales/fables and then read it to the junior students class wise. 2. The senior students will read the stories and will ask the students to tell to find the new words that come across while reading the story. 3. Thereafter the meanings will also be explained either by the juniors or 	Reading skills and new words
		Flipped classroom	Senior classes students will pick any short story that he has already read earlier and likes a lot and will read this story to the students from a junior class/ younger siblings.		

				senior student. 4.The senior student who is the reader is asked to modulate his voice and read with expression to make the story interesting.	
	MIDDLE		Students will give a twist to the fairy tale by altering the way it ends.	1.The teacher picks up an interesting story (thriller or suspense) as a preparatory step. Students may be divided in to small groups. 2. One of the groups reads this to the class . 3. Next, the teacher asks the other groups/students to give a twist to the story by altering the way the story ends.	Thinking skills
	SECONDARY	Twist in the tale			
		My Author Padlet	Students will create a Padlet of their Favorite Author.	1.Create a Padlet on your Favourite Author. 2.Select your favourite author. Collect materials on or about him/her like notes, quotes, biography, images, website links, audio, videos, book extracts, book trailers, Book Talks, bibliography (list of books), profile, film/TV adaptations, reviews, quiz, drawings, paintings, etc.	Developing knowledge about author and their works
JULY	PRIMARY	Poetry in motion	Students are asked to read poems by poets of their own choice/ recommended by teacher.	1. Students will recite the poem with action either on a given topic / of their own choice. 2. Students must practice the poem with correct pronunciation before the activity. 3.As a follow up activity they can enact the poem with the help of teachers	Speaking skills with correct Pronunciation
	MIDDLE	Circle Time	The students will sit in a circle and the teacher will initiate the story by giving them the opening sentence.	1.The students sit in a circle and the teacher initiates the story by giving them the opening sentence and setting the scene. 2. Each student takes the story further by adding a sentence and speaks to whole class.	Thinking and writing skills
	SECONDARY		Students will read the biographies of great Indian leaders and then share their life stories in the class.	1. Assign students to search for a book or an essay on Mahatma Gandhi, Sardar Vallabhai Patel, Subhash Chandra Bose, etc. and then read it. 2. The students will then share the life stories in the class. 3. They will also write it in their own words.	Developing knowledge about our Indian leaders
AUGUST	PRIMARY		In this activity fastest Reader of the class will be acknowledged.	1. Interesting stories will be selected for the students. 2. Students will be asked to read few sentences from the story one by one.	Students will learn to do Fast reading
		READ-A THON			

				3. Fastest reader will be acknowledged.	
	MIDDLE			1. Nothing feels better than a tale told by our grandparents. 2. The teacher asks the learners to narrate/ write a tale told to them by their grandparents and what they learnt from it. 3. Each student then read it to the class. 4. They can then read any such collection (Sudha Murthys Grandma's bag of stories).	Learn to narrate stories
		Nani Dadi ki Kahaniyaan	Students will narrate/ write a tale told to them by their grandparents and what they learnt from it.		
	SECONDARY			1. Students will write stories with the help of given clues. 2. Students will develop the story with the clues in 75 to 100 words.	Thinking and writing skills
		Story writing	Students will write stories with the help of given clues.		
SEPTEMBER	PRIMARY			1. The teacher will choose famous Moral stories from Panchatantra or fairy tales and read the starting paragraph to the class. 2. Each student will complete the story by adding one sentence. 3. At the end some questions will be asked from the story by the teacher.	Moral values and thinking skills and speaking
		Story challenge	Students will take the challenge and will complete the famous moral stories started by the teacher.		
	MIDDLE			1. Students will write a short story of 50 -75 words by observing the picture. 2. Students will then give a suitable title to the story. 3. At the end students will give a moral to the story.	Students will learn to weave stories through observation
		Picture composition	Students will write a short story with the help of pictures.		
	SECONDARY			1. Students will talk about a particular book in groups. 2. After that each group along with the group leader will come forward and share their views about the book.	Gain knowledge about different books
		Book Talk	Students will talk about a particular book in groups and then share their views about the book.		
OCTOBER	PRIMARY			1. The Teacher will read book to children while simultaneously bringing their attention to the text and pictures of a book, the children learn to match the spoken words with the written word and slowly try to read the book. 2. Then the students will be asked to read the book in similar manner. 3. Students will be asked to read one by one.	Reading skills
		Shared reading	The teacher and the students will read the stories together.		
	MIDDLE			1. The teacher asks the students to select a profession from the given array (sailor/ soldier/ scientist, etc). 2. They are then asked to read a story about a	Thinking and speaking skills
		If I Were	The students will read a story about a prominent personality from a particular profession.		

				prominent personality from that profession and talk about it in class as to how they made the world a better place.	
	SECONDARY		Students will write a book review from their favorite book read/issued from the library.	1.Students will write a book review from their favourite book read/issued from the library. 2.Students will mention all the important details in the book review like title,author,main characters etc.	Thinking,writing and speaking skills
NOVEMBER	PRIMARY	Book Review			
		Title Tree	Students will think alternative titles for the story.	1. Children can be encouraged to think of alternate titles of any particular story, after reading the whole story. 2. Students will suggest different titles for the story. 3. The teacher will draw the title tree on the board.	Improve their Thinking capacity
	MIDDLE		Students will take up the role/identity of a thing such as river, tree, wheat plant, etc. and creates its journey of life.	1.Each student takes up the role/ identity of a thing such as river, tree, wheat plant, etc. and creates its journey of life. 2.The journey of life created by different students are heard in class as a follow up.	Improve their Thinking capacity
		Meri Kahani, Meri Zubani			
	SECONDARY		Students will read poems by poets of their own choice/theme.	1.Students are asked to read poems by poets of their own choice/ recommended by teacher. 2. As a follow up activity they compose their own poem using the poetic devices learned.	Learn to read and write poems
		Reading Poetry			
DECEMBER	PRIMARY		Students will be provided a short play/story to read and at the end enact the entire story.	1.The students are assigned to work in groups 2.They are provided a short play to read 3. Next, they are asked to collaborate with one another and enact the entire story/play.	This integration of Reading with performing arts gives the students an additional boost and adds more fun dimensions to reading.
		Read and Enact			
	MIDDLE		The students will construct a story according to the setting and characters.	1.The teacher divides the class into groups of 4 or 5. 2. He/ she presents them with a setting (describes any setting, for example: old fort/ desert/ playground) and describes characters from the setting such as king/ queen/ dragon/ farmer/ camel/ magician/ children. 3. Then teacher asks them to construct a short story which can be read aloud by one of the group members	Develop thinking skills
		Set The Scene			
	SECONDARY		The students are assigned the task to locate information on local fruits and vegetables, their	1.The students are assigned the task to locate information on local fruits and vegetables, their	Scientific skills and finding information
		On the quest of Local Flora			

			varieties and special features.	varieties and special features over the week (during the library periods) 2. The science teacher screens the material collected. She may add some more relevant readings on the theme. 3. The students work in groups and read the pieces in one period in the following week.	
JANUARY	PRIMARY		Children will identify the main characters of the story and tell their attributes .	1. Students will first read the story. 2. Identify the main characters from the story. 3. Then the students will tell one by one the attributes of their favorite character.	Reading skills
	MIDDLE	Character Mapping			
		Judge a Book by its Cover	The students will design a book cover for their favorite book.	1. As a part of the Book Week or Literary Day celebration, the teacher can ask the learners to design a book cover for their favorite book. 2. Students have to read the book first to design the cover relevant to the content.	
	SECONDARY			1. Newspapers are a form of daily communication with the outside world, and provide lots of learning activities for children. 2. Clip out an interesting news story and cut the paragraphs apart. 3. Students to read the paragraphs and put them in order. 4. Students to read a short editorial printed in the local newspaper and to underline all the facts with a green pencil and all the opinions with an orange pencil. 5. Clip pictures in the newspaper. 6. Students to tell about the picture or list adjectives and to describe the picture.	Reading Newspaper and finding information
		What's in the News?	Students will read the Newspaper and try to search important information/news story.		
FEBRUARY	PRIMARY		Read your favourite book and talk about it for one minute.	1. Students will Read their favorite book and talk about it for one minute. 2. Students will talk about the storyline, Characters, author and share your reading experience about the book (plot, storyline, characters, climax, recommendations, your rating, etc). 3. Students will hold the book in their hands while giving book talk.	Speaking skills
		One minute book talk			
	MIDDLE		Children will identify the main characters of the story and then face an interview.	1. The class is assigned the same short story to read. 2. This is followed by a mock press interview	Develop confidence
		Characters check			

				<p>where students take the role of the key characters and the others are assigned the role of the press.</p> <p>3.The press can ask questions to the characters.</p>	
	SECONDARY			<p>1. Students will write an essay on their favorite book or author.</p> <p>2.word limit 100-150 words</p> <p>3.Before writing essay students will first read any one book completely of their choice.</p>	Reading and Writing skills
		Essay writing	My favorite book/Author		



EVALUATION SCHEDULE PRIMARY SESSION 2022-23

EVALUATION-I (CLASS 1-5)			
S.NO.	DATE	CLASS	SUBJECT
1.	11 th Jul22	1,2,4	Maths
		3,5	Hindi
2.	18 th Jul 22	1,2,4	English
		3,5	Maths
3.	22 nd Jul 22	5	Sanskrit
4.	25 th Jul 22	1,2,4	Hindi
		3,5	English
5.	1 st Aug 22	1,2,3	EVS
		4,5	SST
6.	5 th Aug 22	4,5	G. Science

EVALUATION-II (CLASS 1-5)			
S.NO.	DATE	CLASS	SUBJECT
1.	14 th Oct. 22	1,2,3,4,5	G.k.
2.	17 th Oct.22	1,2,3,4,5	Computer
3.	28 th Oct 22	5	Sanskrit
4.	7 th Nov 22	1,2,4	Hindi
		3,5	English
5.	11 th NOV 22	4,5	G.Science
6.	16 th Nov 22	1,2,4	English
		3,5	Maths
7.	21 st Nov 22	1,2, 3	EVS
		4,5	SST
8.	30 th Nov 22	1,2,4	Maths
		3,5	Hindi

EVALUATION -III (CLASS 1-4)			
S.N O.	DATE	CLASS	SUBJECT
1.	10 th Feb 23	1,2	G.K
		3,4	Computer
2.	13 th Feb 23	1,2	Computer
		3,4	G.K.
3.	20 th Feb 23	1,2	English
		3,4	Maths
4.	27 th Feb.23	1,2	Maths
		3,4	English
5.	6 th March 23	1,2,3	EVS
		4	SST
6.	10 th March 23	4	G.Science
7.	13 th March 23	1,2,3,4	Hindi



EXAMINATION SCHEDULE MIDDLE & SECONDARY DEPARTMENT

SESSION 2022-23

PA -I (CLASS 6-10)			
S.NO	DATE	CLASS	SUBJECT
1.	11 th Jul. 22	6,7,8	English
2.	12 th Jul. 22	6,8,10	S.St
		7,9	Science
3.	13 th Jul.22	6,8,10	Hindi
		7,9	S.St
4.	14 th Jul. 22	6,8,10	Maths
		7,9	Hindi
5.	15 th Jul. 22	6,7,8	Sanskrit
		9,10	English
6.	18 th Jul. 22	6,8,10	Science
		7,9	Maths

PA-II (CLASS6-10)			
S.NO	DATE	CLASS	SUBJECT
1.	16 th Sep.22	6,8,10	Science
		7,9	S.St
2.	19 th Sep.22	6,8,10	Hindi
		7,9	Maths
3.	20 th Sep.22	6,8,10	S.St
		7,9	Science
4.	21 st Sep.22	6,8,10	English
		7,9	Hindi
5.	22 nd Sep.22	6,8,10	Maths
		7,9	English
6.	23 rd Sep.22	6,7,8	Sanskrit
7.	26 th Sep.22	6,7,8	Computer

ANNUAL EXAMINATION (CLASS -9)			
S.N O	DATE	CLASS	SUBJECT
1.	20th Feb. 23	9	Maths
2.	22nd Feb. 23	9	Hindi
3.	24th Feb. 23	9	SST
4.	27th Feb. 23	9	English
5.	1st March 23	9	Science

PA -III (CLASS 6-10)			
S.NO	DATE	CLASS	SUBJECT
1.	5th Dec. 22	6,8,10	Hindi
		7,9	S.St
2.	6th Dec. 22	6,8,10	Maths
		7,9	Science
3.	7th Dec. 22	6,8,10	English
		7,9	Hindi
4.	8th Dec. 22	6,8,10	Science
		7,9	Maths
5.	9th Dec. 22	6,8,10	S.St
		7,9	English
6.	12th Dec. 22	6,7,8	Sanskrit

PRE BOARD-2 X			
S.NO.	DATE	CLASS	SUBJECT
1.	6th Feb.23	10	SST
2.	7th Feb.23	10	Science
3.	8th Feb.23	10	Maths
4.	9th Feb.23	10	Hindi
5.	10th Feb.23	10	English

PRE BOARD-1X PRACTICE TEST-IX			
S.NO	DATE	CLASS	SUBJECT
1.	16th Jan.23	9	Hindi
		10	English
2.	17th Jan.23	9	English
		10	Hindi
3.	18th Jan. 23	9	SST
		10	Maths
4.	19thJan. 23	9	Maths
		10	Science
5.	20th Jan.23	9	Science
		10	SST

ANNUALEXAMINATION(CLASSES5-8)			
S.NO	DATE	CLAS S	SUBJECT
1.	27 th Feb.23	5,6,7,8	Sanskrit
2.	1 st March 23	5,7	Maths
		6,8	English
3.	3 rd March23	5,7	Hindi
		6,8	SST
4.	6 th March23	5,7	SST
		6,8	Science
5.	9 th March 23	5,7	English
		6,8	Maths
6.	13 th March23	5,7	Science
		6,8	Hindi
7	14th	5,6,7,8	Computer

PRACTICAL EXAM 5-10			
S.NO.	DATE	CLASS	SUBJECT
1.	13th February 2023	5,7,9	Hindi,Science
		8,10	Maths,English
2.	14th February 2023	5,7,9	Maths,English
		8,10	Hindi,Science
3.	15th February 2023	5,6,7,8	Sanskrit
		5,6,7,8,9,10	SST



HOUSE SYSTEM

The aim of any school is to develop in each child the qualities of self-confidence, leadership, mutual understanding, cooperation, and public speaking. To provide opportunities for teamwork and healthy competition in sports, academics, literary and cultural activities, the school is divided into four houses.

S NO.	HOUSE	MOTTO	COLOUR
1.	ASHOKA	Peace and Non-violence is eternal	BLUE
2.	SHASTRI	Dignity of labor	YELLOW
3.	SHIVAJI	Embrace the world with a brave spirit	RED
4.	SUBHASH	Let freedom dwell in each soul	GREEN

Each House is further sub-divided into a sub-Junior and Junior wing to give the opportunity to a larger number of students to participate in inter-house activities and competitions. These activities are conducted under the supervision and guidance of teachers. The students share responsibility as School Captains, House Captains and Games Captains.



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