



**RANA
INTERNATIONAL
SCHOOL**

Knowledge Empowers

(Senior Secondary Coeducational School)

Kailsa Road, Amroha (UP) - 244221

ANNUAL PEDAGOGICAL PLANNING:

For the Academic Session

2026-27

CONTENT

- 1. About the School***
- 2. Vision of the School***
- 3. Mission***
- 4. Objectives***
- 5. Making of the Plan***
- 6. Planning Model***
- 7. Good Initiatives taken by the school***
- 8. The School Goals***
- 9. The Eight Basic Skills***
- 10. Culture of the School***
- 11. Time Table***
- 12. Capacity Building Programmes***
- 13. Parent Teacher Association***
- 14. The Pedagogical Solutions***
- 15. Assessment and Evaluation***
- 16. Decision Making by Teachers***
- 17. Diversity in Classroom***
- 18. Co Scholastic Activities***
- 19. Events and Celebrations***
- 20. Special Events***
- 21. Safety Measures in the school***

The Annual Pedagogical Plan is a reflection of the year gone by and vision for the next academic year. The main aim of the plan is to make

the teaching and learning process more constructive, collaborative, integrative, and reflective and inquiry - based.

All planning is done keeping in mind the NEP-2020 and the NCF 2023.

Highlights of the Pedagogical Plan

- **Implicit guidelines and processes for a safe and nurturing environment with emphasis on safety, security and mental well-being of students.**
- **Creating a culture of thinking, empathy, social and moral responsibility through conscious efforts.**
- **Embedding 21st century skills in the curricular transactions, and in the co-curricular and extra-curricular activities so as to equip the learners to meet present-day needs and prepare for future challenges and requirements.**
- **Varied approach in the teaching-learning process, designed for maximum student engagement, thus helping learners develop age-appropriate responsibility for their own learning.**
- **Well-structured Lesson Plans which focus on aligning teaching strategies with measurable learning outcomes, integrate technology and provide for enhancement and enrichment.**

1. *About the School*

- **Name of School: RANA INTERNATIONAL SCHOOL**
- **Address: Kailsa Road, Amroha (UP) 244221**
- **Phone Number: 91-9458463336, 91- 9720284646**
- **Website : www.risamroha.in**

- Email ID : risamrohaa@gmail.com
- School Affiliation no.: 2131967
- School Code: 81792
- Year of affiliation : 2014 (Senior Secondary)
- Validity of affiliation : 31.03.2027
- * Type of school: Senior Secondary Co Educational
- * Location of the school: It is situated in a sylvan, sequestered, salubrious setting far from the madding crowd in the urban outskirts of Amroha. The very genesis of starting the school in 2013 was to provide good quality education to the students of this remote and educationally parched city, who were peregrinating to other places for good education but at an exorbitant price. The school is nestled in a serene, sequestered, salubrious, sylvan setting making it an ideal institution for learning.

2. *VISION of the School:*

The vision of Rana International School is to develop the intellectual, physical, and emotional capacities of each child to the fullest extent possible so that each can be a productive citizen and individual in our society.

To become good citizens and responsible adults, all children need to think creatively and critically, and be able to adapt to the fast changes. They need skills in acquiring, filtering, processing, and using information to make effective decisions and to communicate with others.

3. Mission:

The mission of the school is to unite virtue and knowledge and inspire students from every section of society to lead purpose-driven lives, and to educate them in arts, sciences, technologies, and other areas of scholastics that will best serve the world in the 21st century. We aspire to achieve this through our commitment to the transformative power of experiential learning using purposely curated creative workspace. To fulfil this vision the school will explore new horizons beyond traditional modes of schooling. With the use of technology the school will foster a learning ambience to augment and ameliorate the student's skills and ability so as to become a functional and creative global citizen.

4. Objectives

Protecting the planet for future generation is the greatest challenge of our time. At Rana International School we are committed to generating, disseminating, and preserving knowledge, and collaborate with others to bear on every challenge that leads to mitigating the risk of climate change in a meaningful and effective way. With this in mind, we provide our students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse community drawn from within and outside India. We seek to develop in each youth the ability and passion to work creatively, effectively, and wisely for the betterment of humankind

5. Making of the school annual pedagogical plan:

The school has held a comprehensive confabulation in the preparation of the school's annual pedagogical plan having in its committee our academic Director, Principal, All teachers and the managing committee's manager.

School planning is essentially a process in which policy and plans evolve from the ever-changing and developing needs of the school community. An important dimension in this process of planning is the collaborative effort and co-operation that takes place between the principal, the teachers, the board of management and the parents of the pupils attending the school. The involvement of all the partners in this collaborative exercise enables each to make its own special contribution which in turn is complemented by the contributions of the other partners. In the process of school planning a significant role will be played by the principal, the teachers, the parents and the board of management. From this collaborative and consultative process a product, the *School Plan*, will be formulated thus ensuring the continuing enhancement of the education provided for the pupils in the school.

The commitment of all the partners to formulating a *School Plan* is essential.

The main thrust and focus of the pedagogy is to in still in the mind of the students the basic life skills for the 21st.Century.

The school envisages in its Man Making Education the integration of short term and Long term goals to ensure churning out functional and contributing global citizens.

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

Composition of the Planning committee for the session 2025 -26:-

- a) Pre Primary Coordinator (Pre-Nursery - Class II)
- b) Primary Coordinator (Class III - V)
- c) Middle School Coordinator (Class VI - VIII)
- d) Secondary Coordinator (Class IX-X)
- e) Senior Secondary Coordinator (Class XI-XII)

6. PLANNING MODEL

Each school community will decide to use a particular model for producing a *School Plan* which is best suited to its own situation and needs.

- For this purposes it is suggested that the following model, which has four main stages, might be considered by schools :

Stage I: Review of current practice and provision

Stage II: Design of plan

Stage III: Programme of implementation

Stage IV: Evaluation

These stages form a cyclical process which continually underpins the work of the school. As planning is integrated into the life of the school, it becomes a regular aspect of the work of the school rather than a detached exercise. *This process of planning will ensure that goals and targets related to the pupils' development and learning needs will be chosen, as well as the adoption of plans and strategies to achieve those targets. In this sense, the planning process will be inherently child-centred.*

Stage I: Review of current practice and provision

At this stage, the curriculum and organisation of the school are reviewed. This review will allow opinions and facts to be gathered and views to be expressed on a wide range of issues relating to school life. (Initially, it may be agreed to carry out small -scale reviews in a selected key area, e.g. mathematics in junior and senior infants, home/school links, spellings, etc.)

Decisions on aims and objectives and their review will be very important in the initial stages of planning. They will also be useful points of reference in the later stages of the development of the *School Plan*. The review of aims and objectives will be a powerful means of generating a shared

sense of purpose and vision among the school community and will ensure a continuing commitment to achieving the school's fundamental purpose.

Stage II: Design of plan

In designing the *School Plan*, in terms of curriculum delivery (content, methodologies, and use of resources) and school organisation, it would be ensured that there is an agreement and clarity on the following:

- long-term priorities
- short-term priorities
- selection of manageable goals
- setting attainable targets
- an appropriate time -frame
- the tasks or projects to be undertaken so as to implement goals
- identification of resource requirements
- Methods and modes of assessing and reporting.

Stage III: Programme of implementation

Implementation is the important action stage of the planning process. If possible, mechanisms should be put in place by which teachers can be supported in their work and also by which difficulties can be highlighted and appropriately addressed. Review meetings (attended by the full staff or smaller groups)

at which peer support and advice can be shared are useful in this context.

Stage IV: Evaluation

- Evaluation of the progress towards meeting the goals and targets of the *School Plan* is an integral part of the planning process.

This evaluation reviews the extent to which it has been possible to achieve the goals and targets which were set. It takes account of the experience of all those involved in the tasks which were undertaken to achieve the targets.

When it is agreed that the particular goals have been met, it will then be possible to identify other priorities at a further review and thus continue the cyclical dimension of the process.

Where it has not been possible to achieve the goals fully, the process of identifying difficulties and barriers is undertaken and this is central to the further development of the *School Plan*.

The principal will strive to ensure that the climate in which the planning and implementation take place is

positive, forward-looking, collaborative, equitable and supportive.

7. GOOD INITIATIVES TAKEN UP

AT THE SCHOOL

The *School Plan* has an important part to play in the promotion of staff development. In this regard the *School Plan* will usually include initiatives and steps that can be taken to promote the professional development of the staff. In order to achieve this, it is necessary in the first place to identify the *professional needs of the teachers*. This can be achieved in a number of ways, but chiefly through

1. A school self-review system [SQAAP], SWOT Analysis.
2. Dialogue at school level

The school has a policy which would encourage teachers to evaluate their own work. This policy is non-threatening and would provide options for teachers in evaluating what they do in the classroom.

Professional development through faculty development programmes viz. Class Walk through (CWT) where the good and innovative teaching module of the teacher is followed by others, Motivation and pedagogical orientation for meaningful transaction of the curriculum as it is believed *‘What the students learn matters and not that what you teach’*.

STUDENTS:

TQM through six sigma and effective implementation of the curriculum in order to Improve and not prove the learning process. The process is checked and monitored not the product. Quality Circle is also introduced for the Senior Secondary students to give them the much desired inputs according to their needs and capabilities.

Howard Gardner’s Multiple Intelligence is introduced so as to give every student to develop the inherent talent, aptitude and skill through myriad clubs. Apart from this the school lays ample emphasis on the *Hidden Curriculum* by inculcating moral values and ethos, national and spiritual fervour and temper.

PARENTS:

Periodical dissemination of the Boards circulars to sensitize the parents and also on issues concerning Career Guidance and Options, Gender discrimination, Drug abuse, Adolescent needs, Nutrition, Child Sex Abuse by having workshop sessions for them. For the Community in general

the students under the guidance of Teachers sensitize the people through Nukkad Natak, Processions and meetings on matters relating to Ill effects Use of Tobacco and drugs, Girl infanticide, Voters awareness.

8. THE SCHOOLS GOALS

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

- a) to design a comprehensive program for multiple intelligences that would be aligned to the vision of the school.
- b) To strengthen the guidance and counselling programme in the school, to empower children, build up their capacity for self-management, as also to guide them academically to assume more responsibility for their own learning especially in the senior Classes.
- c) To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society.
- d) To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like Artificial Intelligence, STEM, Design Thinking, and Robotics.
- e) To make a beginning in providing skill subjects to students from Class IX onwards.

- f) Continuous and regular staff/teacher training programs to keep them updated with the current trends in education.**
- g) To incorporate the development of 21 Century skills into the teaching learning program and Co scholastic activities and extracurricular pursuits.**
- h) To ensure that all facilities required implementing and achieving goals are made available on timely basis.**

The goals, developed on the basis of our vision and mission, are designed to help the school continue in the pursuit of its excellence. Apart from this the school strives to attain the enumerated Goals:

GOAL-1

Learn how to learn, for life, by:

respecting choice as central to learning;

- exploring and practicing basic skills;**
- applying basic skills to real life, hands-on learning experiences;**
- fostering the pursuit of genuine interests and passions within the classroom and extending into the community;**
- making use of community resources, including mentors, learning sites, apprenticeships and genuine work;**
- encouraging peer learning and appreciation of difference;**
- encouraging the pursuit of beautiful, challenging,**

useful work;

- appreciating the value of mistakes.

Goal 2:

Discover your whole self by:

- engaging in activities of the heart, mind and body;
- paying attention to learning styles and various intelligences;
- practicing reflection and introspection;
- playing and laughing, dancing and singing;
- encouraging each child to discover his/her own artist within;
- developing and discovering individual skills and interests.

Goal 3:

Live in harmony with the natural environment by:

- practicing reduce, reuse, recycle and composting every day;
- thinking globally, acting locally in terms of responsible, sustainable living;
- exploring the ecosystem of our “backyard” and our role in that system;
- exploring the interrelationship of all things;
- actively participating in political issues that affect the natural environment.

Goal 4:

Practice responsible, knowledgeable citizenship by:

*encouraging the development of personal values, ethics and a sense of justice.

* engaging actively in multi-cultural experiences.

*exploring the benefits of diversity in the human and physical world.

*participating in and contributing to the social, political, environmental and economic life of the various communities that touch the lives of the learners.

*considering all sides of issues.

9. The Eight Basic Skills:

These four primary goals are broken down into the *Eight Basic Skills*, which are used by students, teachers and parents to set goals and evaluate progress. Additionally teachers reflect on these goals while planning curriculum units and individual classes.

The basic skills as enumerated by the SCHOOL assume that all things are connected. These are

presented as under so as not to stress one basic skill over another.

1. Body Knowledge:

- *Sports and Games**
- *Dance and Drama**
- *Anatomy and Physiology**
- *Healthy living and eating**
- *Growth, development and change.**

2. Citizenship:

- *Community service**
- * Democratic process and consensus.**
- *Social, political, environmental awareness.**
- * Active involvement in community.**
- * Civic issues and ethics.**

3. Communication:

- *Reading, writing, speaking, storytelling.**

*** Listening skills**

*** Group discussion, Debate & Youth Parliament.**

4. Creative arts:

*** Plays, puppets and mime.**

*** Creating videos, paintings, murals etc.**

*** Playing, writing, listening to music and singing.**

*** Dancing and tumbling.**

5. Environmental harmony:

*** Gaining a sense of place and one's impact on the environment.**

*** Practice reduce, reuse, recycle, composting.**

*** Understanding ecosystems and diversity.**

*** Examining the global and political aspects of climate change.**

6. Logical Thinking:

*** STEM, Robotics & AI Labs**

*** Problem recognition and solving.**

- * **Organisational skills**
- * **Planning daily events.**

7. Practical Life Skills:

- * **Gardening, cleaning, etc.**
- * **Handling accounts and finance.**
- * **Resource finding/using.**
- * **Learning from mistakes**
- * **Decision making**

8. Self Knowledge:

- * **Reflection**
- * **Taking responsibility for one's action.**
- * **Exploring personal passions**
- * **Self-motivated, directed and disciplined.**
- * **Understanding learning styles**
- * **Be a lifelong learner.**

10. CULTURE of OUR SCHOOL:

At Rana International school we emphasize on creativity, letting children explore, developing thinking and analytical skills and most importantly expressing and understanding their inner self.

- Well-designed learning programme and value based education aligned with school curriculum and vision of the organisation.
- Learner-centered approach to education; conducive academic environment and progressive outlook.
- Integration of technology in education
- Scientific temper is inculcated in each child through exploration, observation and discovery.
- Active participation and consistent achievements in various sporting and skill based competitions.
- Focus on complete personality development. Curriculum caters to Multiple Intelligences, perfectly harmonized to facilitate the child's quest for knowledge,
- Leadership Training to students along with career counselling and guidance. The school provides every opportunity to help students attain their full potential to evolve as worthy world citizens.

The school over the time has woven certain elements in to a potent school culture making it an educational edifice of its own kind.

(i) Build strong relationships

A well-managed school depends more than anything else on the quality of the relationships that teachers forge with students. Staff-student relationships influence everything—from the social climate to the individual performances of the students. When students feel liked and respected by their teachers, they find more success in school, academically and behaviourally.

Teachers talk to their students in and out of the classroom and ensure a high rate of positive interactions with students and to show genuine interest in their lives, their activities, their goals and their struggles.

(ii) Teach essential social skills

How to share, how to listen to others, how to disagree respectfully—these are the kind of essential social skills we expect our students to have. But the truth is they may not have learned them. Whether its 1st grade or 11th grade, we need to be prepared to teach appropriate social and emotional behaviours.

“You can’t hold kids accountable for something you’ve never told them. “Behaviour should be treated like academics, and students should be taught the skills they need to execute desired behaviours.”

These behaviours and values include honesty, sensitivity, concern and respect for others, a sense of humour, reliability, and so on.

(iii) Get on the same page

The class room behaviour contributes to your school culture. The school has a shared vision .That means developing consistent school rules and ways of defining and meeting student behaviour. When students believe that the rules are fair and consistently enforced, it goes a long way toward building trust. Inappropriate behaviour shouldn't be laughed off in one classroom and punished in another.

(iv) Be role models

At school, students learn by watching just as they learn by doing. Observing the actions of others influences how they respond to their environment and cope with unfamiliar situations. The educators set the tone.

(v) Clarify classroom and school rules

Classroom rules communicate your expectations to your students. They tell students “this is the positive environment you deserve. This is the standard of behaviour we know you can achieve. Classroom rules are simple and declarative (e.g., “Be respectful and

kind”). And they don’t need to address every possible problem. The same expectations need to apply in the classroom, the gym and the cafeteria.

(VI) Teach all students problem solving

Problems will always come up inside and outside of school. Students are much more likely to recognize and resolve them appropriately when we teach them how to do so.

Our SCHOOL uses the *SODAS* Method to teach students the general skill of problem solving.

SODAS are an acronym for the following steps:

S – Define the SITUATION.

O – Examine OPTIONS available to deal with the problem.

D – Determine the DISADVANTAGES of each option.

A – Determine the ADVANTAGES of each option.

S – Decide on a SOLUTION and practice.

(vii) Set appropriate consequences

Establishing classroom and school-wide rules and procedures is an important step in any effort to bring more structure to the school. Effective consequences show young people the connection between what they do and what happens as a result of their choices or actions. Consequences need to be appropriate,

immediate and consistent. Equally important, they need to be delivered with empathy, not in anger.

You might think about the current consequences for inappropriate behaviours and how their connections to the offenses can be strengthened where necessary. For example, having a student serve detention for misbehaving on the bus isn't necessarily the best consequence. Instead, the student might write a letter of apology to the bus driver and serve as "bus monitor" for one week. You might even consider RESTORATIVE DISCIPLINE as a school-wide programme.

(viii) Praise students for good choices

Kids don't care what you know until they know that you care. Many of our students, especially those who struggle, don't receive nearly enough positive feedback in the classroom or in their personal lives. When kids are taught with a proactive, praise-heavy approach, they tend to do better. But be specific.

11. TIME TABLE:

Well planned Time Table provides a strong impetus to the teaching – learning process with the holistic development of the student’s personality. It also gives equal importance to scholastic and non-scholastic activities. The school has the following Time Tables.

- (i) Master Time Table
- (ii) Class Time Table
- (iii) Teacher Time Table
- (iv) Home Work Time Table
- (v) Experiments/Field Trip Time Table
- (vi) Teacher’s Free Period Time Table
- (vii) Activity Time Table
- (viii) Examination/Assessment Time Table
- (ix) Games and Sports Time Table
- (x) Copy Correction Time Table

12. Capacity Building Programmes:

Teacher’s empowerment, reorientation and training programmes are an essential part of the schools philosophy. A lighted candle can only light another candle. There are periodical programmes for teachers. The new school academic session commences with a weeklong teacher’s training and empowerment programme. Training programmes to augment

and ameliorate the Subject teaching is punctuated in between the session as and when mandated.

A Teacher's Training Programme is scheduled to be conducted from 27th. -- 30th. June 2026 in which the following topics will be taken up for discussion and its implementation in the classroom.

Topics:

- 1. NEP-2020 & NCF (SE)**
- 2. Classroom management**
- 3. Modern Teaching Methodology**
- 4. Multiple Intelligence.**
- 5. Skill Education and value inculcation**
- 6. Assessment and evaluation**
- 7. Remedial instructions.**
- 8. AI & Robotics**
- 9. Micro Teaching**
- 10. English Communication**

13. Parents- Teachers Association:

All parents of students of, Rana International School are members of the Parents Association. It is our goal to facilitate parent involvement in the school and promote communication within the parent community. We play a vital role in many school functions, including welcoming new parents, organizing class gatherings, and supporting the needs of faculty through volunteering.

14. The pedagogical solutions

- ♦ *There are many teaching strategies teachers can use to plan classroom activities as mentioned below. They include:*
- ♦ *Thinking Skills strategies such as De Bono's Six Thinking Hats and Mind Mapping;*
- ♦ *Gardner's Multiple Intelligences;*
- ♦ *Bloom's Taxonomy – the cognitive and affective domains;*
- ♦ *Habits of Mind (16 Intelligences) - Art Costa*
- ♦ *Co-operative learning*

♦ *Brain based learning*

The pedagogical solutions when analysed aims to provide in-depth understanding on how the policies and practices of inclusion are formulated (macro), interpreted (meso) and articulated (micro) in the everyday-life in schools with socially and educationally mixed pupil compositions. The main question is how are different policies and processes of inclusion embedded and applied in a heterogeneous classroom environment.

The main hypothesis is that the policies of inclusive education remain relative and are articulated and implemented in local contexts in such ways that the simultaneous investigation of educational policies, local and school-level grouping practices, and class-room cultures is required in order to grasp the different manifestations of inclusive education, which may contribute to socially just education.

Well-structured curriculum:

- *The School has a child –centric unique curriculum which adopts an innovative pedagogy to develop each child’s inherent potential.*

The core principle in the school curriculum is that it is child-centred. The focus of education is the child. This core principle acknowledges the integrity, potentialities and needs of each child. Other principles and characteristics arise from this core principle. The curriculum should cater for the full

and harmonious development of each child. This implies certain desirable characteristics in the curriculum, such as breadth, balance, relevance, continuity and systematic progression. The curriculum should take into account the environment in which the child lives and learns.

The entire learning process is well phased out across four distinctive learning stages designed to help every child to realize his/her talent to the fullest.

Smart class Technology: Smart class is a digital initiative. This initiative *endeavours* to make available a vast resource of knowledge content to each class through an interactive multimedia Smart board. Thereby, fostering a better understanding and igniting a curiosity and a joyous learning environment for the students. The entire content is mapped to the curriculum class-wise.

- Brings abstract and difficult curriculum concepts to life.
- Improves the teacher's effectiveness and productivity.
- Makes learning an enjoyable experience for students.
- Maximizes the academic performance of students.
- Enables a constant monitoring of your child's progress in class.

Innovative and Joyful Learning:

To ensure that the learning process is made a truly *joyful, meaningful* and holistic one, the children are introduced to each subject through a series of practical work and project work. Text books are linked to project files, making every concept relevant, practical and application based. This helps to make the process an experiential, enjoyable and memorable experience, ensuring that it is retained for life.

Scientific teaching methods:

The objective is to teach children at their own natural pace. The facilitator approaches learning in a sequential manner from easy to difficult. This ensures that concept clarity leads to a strong base, before the child moves to the next higher level of learning.

The teaching methods adopted ensure that every child absorbs maximum new knowledge in a natural and effortless way. This enables slow learners to reach the requisite standards, whilst allowing the gifted children opportunities to constantly engage in challenging tasks of a higher order. Thus, an ambience of all-round joyous learning is created by using stimulating educational content.

Apart from this at Rana International SCHOOL, the pedagogues use different teaching methods so as to make the teaching-learning meaningful and functional. The strategies of teaching vary from primary to secondary and finally to senior secondary level as enumerated.

Primary Level: Storytelling, Role-play, Puppetry, Field trips.

Middle & Secondary Level: Demonstration, Flipped Classroom Teaching, Gamification, Experiments, Projects, Eclectic Method, Brainstorming, Constructive method, Explanation, Differentiation and Co-operative learning.

Senior Secondary Level: Lectures, Demonstration, Socratic and analytic Method, Value based Group Discussions, Experiments and Visits to places of educational values and understanding.

Unique dictionary :(English Album)

Young learners are encouraged to improve and continuously add to their vocabulary at every *step of the learning ladder*. This dictionary allows the recording and explanation of every word, a child is likely to come across in the educational environment.

Daily assessments:

Daily creative assessments are integrated into every subject in order to better identify the strengths and limitations of each child. A specially designed program is used to interpret the data collected and the results are a part of the ongoing scientific assessment of the child. The analysis is further used to guide the children about their strengths and enable them in making future vocational choices.

Remedial Measure for slow learners:

To help a weak student to perform better in all academic activities is a time taking process, requires patience, persistence and consistent desires to work for longer and for long time.

- 1. Help weak students to realize that the teacher love them and care them irrespective of their all weaknesses**
- 2. Help weak students to communicate with the teacher without fear of punishment/scolding/threatening**
- 3. Help weak students to speak in the classroom i.e. initially one word to one sentence in different situations.**

4. Good students in the subject help their peer in better understanding of the concepts in a non-threatening ambience.

5. Motivation by parents and relatives in building self-esteem and confidence.

15. Assessment and Evaluation:

The evaluation policy in a school will recognise the holistic nature of the child. Quantitative and qualitative assessment strategies will be employed to assess pupil progress and achievement at both the formative and summative levels. The evaluation policy will give direction with regard to testing, the use of child profiles, the use of teacher observation, the retention of samples

of pupils' work, concept-mapping as well as pupil self-evaluation. This policy could be based on the following:

- *Cognitive development*

The school will have a policy on the use of standardised tests. This policy will outline the type of standardised tests to be used, the frequency of their use and the need for proper interpretation of results.

The school policy will also endorse the use of teacher-made tests, teacher vigilance and observation and commercial non-standardised tests as well as 'spellings' and 'tables' in this area of assessment.

- *Affective, social and emotional development*

The school will ensure qualitative assessment in the affective, social and emotional development of the child. The school policy will emphasise the importance of teacher vigilance and teacher observation in all aspects of the child's development and especially in areas of the curriculum, such as arts education and physical education. The school's assessment policy should also emphasise the importance of vigilance in

observing pupils at play and in their behaviour in the classroom and in the school generally. The school will need to ensure that a record of all major assessment outcomes is available to the principal and to the teachers in the school. The school will ensure that a system is in place to enable parents to have access to their own children's school records. It will be important to provide opportunities for parents to enable them to discuss with teacher's assessment outcomes as they affect their own children.

Assessment is an ongoing process at regular intervals with a systematic collection of student's information and data. The school has the following method of assessment for its student's.

1. QUANTITATIVE:

(a) Oral

(b) Written

(i) Subjective

(A)-Recall

*Simple recall

*Fill in the blanks

(B)-Recognition

*Alternative Responses

*Multiple Choice Questions

*Matching

***Classification**

***Analogy**

(ii) Subjective

(iii) Practical /Experiments/Field work

2. QUALITATIVE:

(a) Questionnaire

(b) Observation

(c) Interview

(d) Check list

(e) Attitude Scale

(f) Assignments

(g) Projects

(h) Debate

(i) Group Discussion

(j) Portfolio

EVALUATION:

Decision making stage based on the entire assessment criterion taken as cumulative.

16. Decision-making by TEACHERS

The *School Plan* will emphasise the need for teachers to assess pupils with a definite purpose in mind. Assessment is undertaken to serve a definite need and decisions taken as a result of the assessment should lead to action. As well as being of use to individual teachers, assessment outcomes will also be considered on a whole school basis in order to further ensure cohesion and continuity within the school generally.

The learning environment

The physical environment in which groups will work should not be disregarded or cursorily dismissed in planning for a working session. Many meetings have been known to fail to realise fully their objectives because insufficient care was taken in advance over this most elementary aspect of preparation. Irritations within the physical environment, such as personal discomfort due to inappropriate temperature, lighting, ventilation, noise or seating, can all militate against the successful participation of the group members.

The room arrangement, including furniture and equipment, is something over which the facilitator can have some control, and so a short time spent in advance in ensuring that these elements are as good as they can be will result in greater group effectiveness. The

following are some points to consider in preparing the meeting place:

(i) Room

- **Is the room large enough/too large?**

Is it convenient, for example not close to a source of extraneous noise?

- **Are there clear signs, for the room itself, toilets, refreshment area?**
- **Are other rooms/spaces available for breaking up into sub-groups?**
- **Is the temperature/ventilation adequate?**
- **Is the lighting sufficient? Can the room be darkened if necessary for using slides or overheads?**
- **Are there any obstructions which might block lines of sight?**
- **Are there sufficient power points, will additional leads be necessary, will flexes cross the floor?**

(ii) Furniture and equipment

- **Are there sufficient suitable chairs?**
- **Can they be moved?**

- **What arrangement of chairs is best?**
- **Will tables be required? (Sub-groups may need them if recording the participants' view on charts)**
- **Is appropriate equipment available and in working order?**

(iii) Visual aids and equipment

It is said that a picture speaks a thousand words. Certainly, it is true that when something is both seen and heard at the same time it has a greater chance of being retained by the audience. Knowing how to use visual aids and equipment properly will enhance greatly the efforts of a facilitator. Of equal importance though, knows when to use each item. Aids should only be used because they add to the value of the learning experience and not simply as gimmicks. The material and content of a presentation will largely dictate which aids and equipment are most appropriate.

The following aids and equipment may be suitable for presentation and group work:

- **flip chart**

- whiteboard
- chalkboard
- LED/ AV System
- Hand-outs.

17. Diversity in Classroom: Measures to tackle

Broadly speaking, diversity refers to a state in which there are many different forms present. This could be in terms of people, ideas, preferences, styles, etc. In a classroom setting, diversity can present itself in a number of different ways: multicultural students, different learning styles, distinct personalities, etc. The teacher is tasked with encouraging and maintaining that diversity. This is one of the many ways in which classroom settings are the perfect place for students to learn invaluable lessons.

Diversity encompasses the many differences present in human beings. It is a term that may hold different meanings for different people, and one which has numerous applications. In today's schools, many different elements of diversity present themselves. These include race, socio-economic status, gender, ethnicity, religious beliefs, etc.

In order to ensure that each student in the classroom is gaining the maximum benefit, teachers have to understand

and treat each student as a unique individual. Doing so is the first step in fostering diversity in the classroom.

Each student in a classroom brings something new and distinct to the table, including world views, backgrounds, experiences, cultural contexts, preferences, dislikes, personalities, etc.

Making sure each student feels like they belong in the classroom is essential in order to maximize the effectiveness of the learning process. If a student doesn't feel like they belong, or that they aren't valued for who they are, they're less likely to have any interest in being involved in the class. Teachers will notice decreased participation, low self-esteem, short attention spans, and general feelings of detachment from students who are struggling to feel included.

Teachers can't afford to treat every student in the class the same. Uniform standards don't apply when there is necessarily a lot of diversity in the classroom. Therefore teachers should really think about how to make the classroom as inclusive as possible.

Since diversity is something that needs to be fostered in the classroom, here are a few tips that teachers should keep in mind:

1. Understand your students

One of the best ways to foster an inclusive environment in the classroom is by understanding each individual student. Take the time to understand the strengths, weaknesses, personality traits, and learning styles of the students in your classroom.

As a teacher, this level of engagement with the students shows that you have a vested interest in their success. Always remember that all students learn differently, so by taking the time to understand each student, you'll also make the teaching process easier on you.

2. Incorporate different teaching styles

As mentioned, each student learns in different ways. Some students may be more visual than others, while some students may be more hands-on in terms of learning. By incorporating different teaching styles to accommodate different ways of learning, not only do you ensure that each student is learning the material effectively, you also broaden students' abilities.

If students who typically learn better in one specific way are constantly exposed to a variety of different learning methods they may become inclined to try different approaches to learning. This will help them to push their limits and really step outside of their comfort zones.

3. Equal Access to Opportunities

Make sure each student has an equal chance to participate and contribute to what's going on in the classroom. If you notice that some students aren't contributing as much as others, it's best to find a way to get them more involved.

It might be helpful to introduce activities, lesson plans, and projects which mandate everyone's participation.

4. Celebrate diversity

Diversity is something which should be talked about and celebrated. The easiest way to bring diversity into the

classroom is by recognizing it and encouraging students to celebrate it.

In one classroom alone there is a tremendous amount of diversity present. Take the opportunity to allow students to share their diversity with their peers. This allows others to benefit from the experiences that they otherwise never have known or heard of.

5. Encourage Differing Perspectives

In the classroom, there will be ample opportunities for students to come together to solve problems. Another great way to bring diversity into the classroom is to encourage students to come up with different ways to solve the problems that they are faced with. Encouraging different ways to solve problems allows students to come together and collectively contribute a variety of solutions.

This practice also teaches students the invaluable lesson that there is often no one correct way to do things. If students are encouraged to contribute different solutions to a problem, not only will participation increase in the whole class, but students will also feel as if their input is valuable. They'll then be encouraged to challenge themselves to come up with solutions.

6. Include diverse learning materials

Wherever it is possible, teachers should try to include teaching material which represents the rich diversity of the world. For instance, include material which represents multiple viewpoints and perspectives. Think critically about material which touches upon things like nationality, race, political views, backgrounds, different languages, abilities,

personalities, sexuality, age, current affairs, socio-economic matters, etc.

Including diverse learning material is a sure shot way to bring diversity into the four walls of a classroom. In a short space of time you can expose students to an unimaginable variety of different things.

Fostering diversity is incredibly important, and one of the best places to begin doing that is the classroom. Teachers must take the initiative to take every step to bring diversity into the classroom.

18. Co-Scholastic Activities

The soul and spirit of a school is often found deep embedded in its co-scholastic activities. The approach to education is holistic, where excellence in academics seamlessly merges with excellence in co-scholastic activities and sports, thereby developing all round and wholesome personalities. Participation in sports and cultural events is an integral part of the school curriculum. It is divided into 5 sections: Primary (class I-II), Colts (III-V), Middle (VI, VII-VIII), Secondary (IX-X) and Senior Secondary (XI & XII).

A special level of competitions is held exclusively for children of class VI to ease out the induction of primary children into middle wing. The school activity calendar is a judiciously planned mix of literary, cultural and sports events.

The School believes in the ideology of Harmony as an essence of nature, which emanates life and energy making love visible. Our goal is to make learner efficient both at the personal and social level, creating extraordinary students. Apart from just learning from books, we also encourage students to actively participate in other scholastic activities. The overall performance of the students is judged on the basis of achievement in the scholastic areas as well as co-Scholastic areas and activities.

Some of the Co- Scholastic Areas which are included in the school syllabus are as follows:

- **Thinking Skills-** under this activity, there are various tasks which include self-awareness, problem solving, decision making, critical and creative thinking.
 - **Social Skills-** This skill includes Interpersonal relationship, effective communication and empathy.
 - **Emotional Skills-** Under the emotional skills, the area covers managing emotions as well as dealing with stress.
- **Work Education-** Our School's work education mostly covers computer operation and maintenance.
- **Visual and Performing Arts-** Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Folk Art forms etc.
- **Attitude and Values-** Students are taught the importance of good values and attitude towards teachers, School-mates, School Programs and Environmental, and Value systems.

With these skills included in the Co-Scholastic activities, children will be motivated to do well not just in the classroom and exams, but also in various skill tests. This activity will bring a balance in the child's mental development, which will help them flourish in all social, emotional, thinking, attitude and area of art. The ultimate aim behind all these manifold projects has been pinpointing the right way to healthy living. Polythene pollution is the curse of our time. How to rid society of this curse was the driving motive behind the cleanliness drive coupled with their service mentality that made the students undertake them. Cybercrime with its grip on society was highlighted through an awareness program, besides a street play on the theme of Cleanliness. Counselling for students and parents is regularly available.

19. EVENTS and CELEBRATIONS in the school in 2026-27

The school annual almanac is punctuated with a host of activities, celebrations and annual events.

The school celebrates the following events/activities.

Earth Day Celebration- 22nd.April,

English Language Day Celebration- 23rd.April

Labour Day – 1st. May

Geetanjali-Tagore's Birth Anniversary -7th.May

National Technology Week 11th to 18th.May

International Yoga Day-21st. June

Water Conservation Week –19th.-25th.July

Independence Day Celebration 15th.August
National Sports Day – 29th. August
Teacher’s Day 5th. September
Hindi Divas - 14th. September
Ozone Day 16th. September
Gandhi Jayanti – 2nd. October
UNO Day - 24th. October
Education Day 11th. November
Constitution Day 26th. November
National Mathematics Day - 22nd. December
National Youth Day – 12 January
Parakram Divas – 23, January

ORIENTATION MEETINGS CONDUCTED

POSH Committee Meeting: 28th. June, 2025

School Transport Safety Presentation – 24th.August 2025-

Discussion with the entire stake holders and the constituted School Transport Safety committee and the report sent to local administration.

New Education Policy- 2020 & NCF (SE)- A workshop conducted on 25th. August, 2025

A Career Guidance Workshop for students of Std. XI & XII was conducted on -29/11/2025.

20. Special EVENTS/ACTIVITIES

2nd. October 2026:

07:00 hrs. 5km. Cross country race “Run for Peace.” The day will witness a number of programmes to celebrate the 153rd.Birth Anniversary of Mahatma Gandhi.

11th.November, 2026:

SEMINAR on “Amalgamation of 21st.Century Skills in school Education.”

14th.- 16th. November, 2026:

School Olympics-Sports meet

21. SAFETY OF CHILDREN IN THE SCHOOL & during commuting in Bus.

CBSE Circular No 28/2004, July 26, 2004, on Safety in Schools

Keeping in view of the circular as cited above by the CBSE Board, Rana International School ,ensure utmost care of its students in the school, on the play grounds and during commuting of students .This is done because child safety is of paramount importance and so as it is evident that today , in schools thousands of small children assemble for many hours of the day for

active interaction. It is important that the schools should be responsible for safe housing of the students during the period of their stay in the school.

- It is said that accidents do not happen, but they are caused.
- *Advanced planning, effective implementation strategies, right attitude for safety, coordination and cooperation are important for ensuring the safety in schools.*
- Enormity of Situation:
- With the Act of Right to Education majority of children go to state run government schools which are barely able to provide basic infrastructure. Unhygienic sanitation, non availability of safe drinking water unclean toilets, especially for girls and poorly maintained buildings often leave the children at the mercy of the elements.
- With the population explosion and awareness about education increasing, there has been a mushrooming of privately run schools. The situation here also is no better in most of more schools.
- These schools face constraints of space and other infrastructure. Moreover the primary motive of these is to earn profit to as much extent as possible and therefore the safety gets sidelined quite after.

- The children spend long hours in congested rooms with poor quality of air and unhygienic conditions, adversely affecting their health.
- There is no protection from common hazards like fire, earthquakes and other natural disasters.
- In the urban and semi-urban areas, children commute to schools in dilapidated buses and auto rickshaws driven by untrained drivers risking the lives of children daily.
- We often hear of accidents involving these vehicles but there is very little happening to improve the situation.
- There may be incidents of bullying or other forms of mental harassment by peers and teachers which may result in loss of concentration in class.
- Student may develop truant behaviour may feel compelled to change school or drop school.
- In some extreme cases the victim may fall prey to substance abuse or even develop depressive tendencies.
- Playground injury
- Playground injury is the most common school-related injury among children age 5 to 14yrs. Most of these injuries involve falls. Falls also account for 90%of the

most severe playground injuries (typically head injuries and fractures)

- Whatever the cause, kids are at greater risk of injury when unsupervised. Lack of supervision is associated with forty percent of playground injuries. A recent study found that children play without adult supervision more often on school playgrounds (32% of the time) than on playgrounds in parks.
- Sports-Related Risks
- Sports injury can be serious:
- Almost 75 % of all school-related spinal cord injuries occur during sports. Among organized school sports, football has the highest injury rate, followed by basketball, cricket, wrestling and gymnastics. Most organized sports-related injuries (60%) occur during practice rather than during games.
- Although risk of injury is proportionally greater for students playing school sports, physical education classes result in a greater total number of injuries.

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PET's and coaches and Masters on day wise duties are posted at all such accident and strategic places to ensure full precaution and safety of the children especially during recess time.
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Bus Related Precautions and Safety

Measures:

- 1.**The doors of the Bus are fitted with reliable locks.
- 2.**School Bus only stops at designated School Bus stops.
- 3.**There is an Attendant from the School in the Bus.
- 4.**School children are only handed over to the child's parent/guardian.
- 5.**If the parent/guardian is not available to collect the student, the child is brought back to the school.
- 6.**Any parent/guardian or a teacher is also to travel to ensure these safety norms.
- 7.**Bus attendant to line up the children and then drop the children to their respective classrooms.
- 8.**Bus attended to have a placard of the bus route number in her hand.
- 9.**Bus attendant to take the child from the class or the holding area depending on the number of children in the school.
- 10.** Bus attendant to sign out while picking the child from the teacher at school.
- 11.** From bus to home:

12. Bus attendant handover the child only after the parent has reached the bus stop.

13. Bus attendant to check the parent smart card before handover of the child.

14. If parent/guardian is not present, the child is to be brought back to the school.

****The following consequences may happen when a student breaks the rules we have talked about today:**

- **Parents notified**
- **Prohibited from participating in some school activities**
- **In- or out-of-school suspension**
- **Expelled from school**
- **Moved to another school**
- **Referred to police**
- **Other interventions as deemed appropriate**

Various committees are formed under senior PGT's to ensure immaculate safety measures and also be a proactive leader in fore seeing any such eventuality putting the children at risk or discomfort.

RANA INTERNATIONAL SCHOOL

Kailsa Road, Amroha

SCHOOL ALMANAC – 2026-27

APRIL 2026

- 01, Wed: ***NEW ACADEMIC SESSION COMMENCES***
03, Fri.: Good Friday holiday
04, Sat: Welcome Assembly
11, Sat: INVESTITURE CEREMONY
14, Tue: Ambedkar Jayanti Holiday
18, Sat: English Recitation Contest
22, Wed: EARTH Day Celebration
23, Thurs: ENGLISH Day Celebration
25, Sat: Hindi Recitation Contest

MAY-2026

- 01, Fri: Buddh Purnima holiday
02, Sat: English Declamation Contest
09, Sat: Tagore Jayanti Celebration
16, Sat: Social Science Quiz Contest
18, Mon: UNIT TEST-I
27, Wed: Eid –ul- Adha
30, Sat: PARENT TEACHER MEET & Distribution of Summer Break Assignment.

JUNE-2026

- 01, Mon: SUMMER VACATIONS Start
01, Mon to 06, Sat: SUMMER CAMP for Volunteers.

27, Sat: TEACHER'S ACADEMIC CAMP Commences

30, Tues: POSH Training Workshop

**** Valedictory Function**

JULY-2026

01, Wed: School Reopens after Summer Break

02, Thurs: Submission of Summer Break Home Assignment

04, Sat: Calligraphy & Orthography Contest (I-V),

Essay Writing (VI-XII)

11, Sat: English Elocution Contest

18, Sat: Art & Drawing Contest (I-VII), Poster Making Contest (IX-XII)

25, Sat: Patriotic Songs Competition (VI- XII), Origami (I –V)

AUGUST- 2026

01, Sat: Folk Dance Competition (VI-XII) ,Fancy Dress Show (I- V)

08, Sat: ID Rehearsal

15, Sat: INDEPENDENCE DAY Celebration

20, Thurs: UNIT TEST-II Commences

26, Wed: Milad- ul Nabi Holiday

28, Fri: Raksha Bandhan Holiday

29, Sat: Ramdol Holiday

30, Mon: Parent Teacher Meet

SEPTEMBER-2026

04, Fri: JANAMASHTMI Holiday

05, Sat: Teacher's Day Celebration

12, Sat: Indoor Games Competition

14, Mon: Hindi Divas Celebration

16, Wed: OZONE Depletion Day- Science Exhibition

19, Sat: HALF YEARLY EXAMS Begin

OCTOBER - 2026

- 01, Thurs: International Day for Older Persons- Walkathon**
- 02, Fri: Gandhi Jayanti**
- 03, Sat: Educational Excursion/Study Tour**
- 10, Sat: PARENT- TEACHER MEET**
- 17, Sat: Inter House Basket Ball Competition**
- 19, Mon: Maha Ashtmi Holiday**
- 20, Tue: Dusherra Holiday**
- 22, Thurs: *Completion of Courses of Class X & XII***
- 24, Sat: UNO Day Celebration (Youth Parliament & Quiz Contest)**
- 26, Mon: Valmiki Jayanti Holiday**
- 31, Sat: Diya making & Class decoration Contest(I-V), Inter House Cricket Tournament begins (VI-XII)**

NOVEMBER - 2026

- 06, Fri: RANGOLI MAKING Contest, Cricket Finals**
- 07, Sat: DIWALI BREAK**
- 12, Thurs: School Re opens after Diwali Break**
- 14, Sat: Children's Day Celebration**
- 16, Mon: MOCK TEST –I (X & XII)**
- 21, Sat: Inter House Volley Ball Competition & Kho – Kho Competition**
- 24, Tue: Guru Nanak Jayanti Holiday**
- 26, Thurs: Constitution Day Celebration**
- 28, Sat: Inter House Tug of War Competition & Heats of Athletic Events begins.**

DECEMBER- 2026

05, Sat: SCHOOL OLYMPICS - 2026

14, Mon: UNIT TEST-III

16, Wed: MOCK TEST-II (X & XII)

22, Tue: National Mathematics Day - *Mathematics Quiz*

23, Wed: Hazrat Ali Birthday

25, Fri: Christmas Holiday

26, Sat: Science Practical & Internal assessment (X & XII)

28, Mon: Parent Teacher Meet

31, Thurs: Staff Meeting

JANUARY - 2027

09, Sat: Annual Pedagogical Plan Preparation.

12, Tues: National Youth Day

15, Fri: Makar Sankranti Holiday

16, Sat: Curriculum Committee Meeting

23, Sat: Subhash Chandra Jayanti Celebration

26, Tues: REPUBLIC Day Celebration

30, Sat: ADIEU to Class XII.

FEBRUARY- 2027

06, Sat: QUIZ Competition Finals (All Groups)

11, Thurs: Vasant Panchmi Holiday

12, Fri: ASSESSMENT OF Classes IX & XI

13, Sat: Spellathon (I-V), Article Writing – (VI –VIII)

20, Sat: Ravi Das Jayanti Holiday

26, Fri: Revision Work and Tests Begins

MARCH - 2027

01, Mon: INTERNAL ASSESSMENT & PRACTICALS Start for All classes. ** REMEDIAL Classes for IX & XI

06, Sat: Mahashivratri Holiday

10, Wed: Eid- ul- Fitre Holiday

13, Sat: ANNUAL EXAMINATIONS Begin

22, Mon: Holi Holiday

26, Fri: Good Friday

27, Sat: GRADUATION CEREMONY

30, Tue: ANNUAL RESULT DECLARATION

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