



# MODERN SCHOOL

GREATER NOIDA

(SENIOR SECONDARY AFFILIATED TO C.B.S.E)

## ANNUAL PEDAGOGICAL PLAN

CBSE AFFILIATION NO : 2133980

SCHOOL ID: 61574

# SCHOOL INFORMATION

School Name and Complete Address with Phone numbers (s), Email ID, Website etc.

School Name	<b>Modern School</b>
Complete Address	<b>HS-08 , Block A , Delta -1, Greater Noida</b>
Phone Number	<b>0120- 2977900 , 959777167</b>
E Mail ID	<b>modernschoolgnoida@gmail.com</b>
Website	<b>www.modernschoolgnoida.com</b>

- 1.1 Name of the Principal / HOS : Ms. Neetu Gandhi  
1.2 Contact No. : 98102 93054  
1.3 Email ID : principal@modernschoolgnoida.com

## **School Details :**

Affiliation No. : 2133980

School Code: 61574

Type of School

: Senior Secondary

Boys/Girls/Co- Education

: Co- Education

Day School /Day Boarding/ Residential

: Day School

Total No. of Students: 415 Boys: 239

Girls: 176

No. of Divyang (with Special Needs) Students

: NIL

Location Type

: Urban

Is the School a Minority School?

: Yes

i) Type of School ( Please tick the correct option):

- Middle/ Secondary/ Senior Secondary
- Boys/Girls/Co- Education
- Day School/ Day Boarding/ Residential  
(May tick more than one option)
- Location Type : \_\_Urban / Rural/ Hilly Area

ii) School Quality Accreditation Details (if any):- SQAAC Submitted

**VISION:** Modern School's future is being shaped by the core values that have defined our past: academic freedom, tolerance, and experimentation. Our vision is of a natural, holistic, student-centered learning environment that empowers and inspires our students to be creative, innovative and great leaders.

**MISSION:** Modern School is deeply aware of the strong role it has to play in the moulding of our generations. The Mission of Modern School is intricately woven into our vision of educating young leaders fit for global citizenship. Our purpose is to champion a new model of learning that connects the timeless lessons from nature to a relevant and effective preparation for a fast-changing future. We believe that each child is born with a unique purpose and to do something significant in his/her life. Therefore, we help children to identify those special qualities, nurture and refine their gifts and talents to make their life a blessing to the world.

**AREAS OF IMPROVEMENT:**

- Inclusive Education.
- Vocational Education
- Remediation Process
- Technological Advancements

**OUR FOCUS:**

- Foundational Literacy and Numeracy Enhancement
- Research and Design Thinking Infusion
- Skill Development and Vocational Training
- Teacher Empowerment and Capacity Building
- Technology Integration and Digital Citizenship
- Student Autonomy and Agency
- Complex Problem-Solving and Critical Thinking
- Real-World Connections and Experiential Learning
- Mindfulness, Well-being, and Happiness
- Data-Driven Decision Making
- Cultural Sensitivity and Diversity
- Best use of available Resources

- Widening the Educational horizons to Global Front
- Sustainability and Environmental Education

#### **OUR VALUES:**

- Truth and Honesty to self and others
- Being Responsible and Accountable
- Perseverance and Resilience
- Moral Integrity
- Cultural Respect
- Empathy & Compassion
- Secularism
- Self-Discipline
- Obedience
- Civic Duty
- Confidence & Courage

#### **OUR STRENGTHS:**

- Innovative Vision and SMART Goals
- Academic Excellence
- Student voice
- State-of-the-Art Infrastructure
- Diverse Co-Curricular Activities
- Regular Feedback and Assessment
- Safe and Secure Environment
- Experiential Learning Opportunities
- Counseling and Guidance
- Community Engagement
- Innovative Teaching Methodologies

- Collaborative Learning Environment
- Recognition and Rewards
- Self-Awareness

## **TEACHING LEARNING APPROACHES:**

### 1. Teaching Methodologies / Approaches

These are instructional strategies explicitly listed:

- Flipped Learning
- Visualization
- Demonstration Method
- Experiential Learning
- Inquiry-Based Learning
- Technology-Based Learning
- Expeditionary Learning
- Discussion / Collaborative Method
- Socratic Method
- Blended Learning
- Project-Based Learning
- Story and Toy Based Teaching
- Thematic Workshops
- Intervening Artistic Processes with Academic content through Art Integrated Learning.
- Drawing parallels between sports and academics through sports Integrated Learning.
- Skill Based learning and Civic Responsibility to create self-resilient individuals
- Dynamicity in Teaching based on Multiple Intelligence
- Nature Learn Approach
- Peer Learning
- Synthesis Approach

2. Engagement Techniques: Approaches to stimulate curiosity and activate prior knowledge:
3. Exploration Strategies: Student-led discovery methods where the teacher is a facilitator:
4. Explanation Techniques: Guided instruction or clarification phase
5. Elaboration Strategies: Application and extension of knowledge activities
6. Evaluation Methods: Check understanding through formative and informal assessments
7. Student-Centered Tools: Tools to promote self-awareness and critical thinking:
8. Active Learning Approach emphasizing Student engagement and participation: emphasizing on critical thinking, participation, and real-world application of knowledge within the classroom.

## **PEDAGOGICAL STRATEGIES IN DIFFERENT WINGS**

### **Foundational Stage (5 years, ages 3-8)**

- Play-based learning: Focus on ECCE (Early Childhood Care and Education) with playful and engaging activities to develop core numeracy and literacy skills.
- Activity-based learning: Encourage learning through hands-on experiences, Free Play and interactive sessions.
- Embracing nature and sparking curiosity along with special skills and working on small motor skills.
- Holistic development: Emphasis on cognitive, emotional, and psychosocial development. Curriculum rich in arts curriculum a, storytelling, role-plays, nature walks to develop skills of empathy and passion along with experiential learning.
- Balance the use of digital media with alternative avenues of learning.

### **Preparatory Stage (3 years, ages 8-11)**

- Innovative educational tactics: Creative teaching methods to engage students.
- Hands-on activities: Encourage experiential learning through projects and practical exercises.
- Building foundational skills: Focus on developing literacy and numeracy skills.

- The Primary section adopts innovative and progressive approach to learning.
- Holistic Education; Providing participation in music, art, Technology and personal, social and physical education.
- Learning good healthy and positive habits for life.

### **Middle Stage (3 years, ages 11-14)**

- Concept mastery: Focus on developing a deep understanding of concepts across multiple subjects.
- Research based projects- curriculum designed for digital citizens.
- Experimental learning: To develop critical thinking, problem-solving, and creativity skills.
- Case based study, real life applications, skills of assertion and reasoning, logical thinking and analytical approach.
- Developing thinking skills: Emphasis on critical thinking, problem-solving, and analytical skills.

### **Secondary Stage (4 years, ages 14-18)**

- Multidisciplinary studies: Allow students to choose subjects across streams, promoting interdisciplinary education.
- Vocational education: Integrate vocational training to equip students with practical skills.
- Competency-based assessments: Focus on evaluating students' understanding, critical thinking, and problem-solving abilities.
- Digital literacy: Integration of technology in education, including online learning resources and digital tools.
- Flexible curriculum: Allow students to explore subjects based on interests and career goals.
- Reflective Learning-Class Discussions, Cooperative groups, Student's Voice.
- Inclusive education: Prioritize equity, access, and inclusivity in education, promoting holistic development and social justice.

## DESCRIPTOR 1: ENGAGING IN TEACHERS' PROFESSIONAL DEVELOPMENT

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now as a school?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the time line for implementation?</i>	<i>What will be the impact look like?</i>
<b>1.Actionable:</b> Create opportunities for continuous and comprehensive professional learning.  Occasionally Practiced	<b>1.</b> Creative learning groups with other schools in all grades for best practices.	<b>1.</b> Planning and execution of comprehensive training programs, encompassing general and subject-specific initiatives, informed by feedback analysis, classroom observations, and action research-driven identification of conceptual and skill development needs.  <b>2.</b> Meticulous oversight and evaluation of training efficacy, facilitated through detailed report submissions, ensuring attainment of predetermined outcomes and benchmarks.	<b>1.</b> Academic coordinators, Teacher Training Coordinators, SMEs, HODs, under the guidance of Principal	<b>1.</b> Planning – March 2025  <b>2.</b> Implementation and execution from April 2025(monthly basis)  <b>3.</b> In school learning groups, (Fortnightly)  <b>4.</b> With other schools and official trainings, -May, September,December 2025, & March 2026	<b>1.</b> Confident and empowered teachers.  <b>2.</b> Enhanced teachers, efficacy, practice, and knowledge.  <b>3.</b> Change in the mind-sets and develop-ment of collaborative culture.  <b>4.</b> Robust professional develop-ment.



## DESCRIPTOR 2: INITIATING INNOVATIONS IN THE SCHOOL

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now as a school?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the time line for implementation?</i>	<i>What will be the impact look like?</i>
<p><b>1. Actionable:</b> Creating a culture of innovation.</p> <p>Occasionally Practised</p> <p>A fully equipped Atal Tinkering Lab exists with the teacher in-charge for it. S/he manages to conduct a few activities with selected students, with the lab being inaccessible to most students and teachers.</p>	<p>1.Establishing platforms and opportunities for teacher-student partnerships to drive system innovations, revolutionizing the appraisal of teaching-learning processes through collaborative approaches and mutual feedback</p>	<p>1.Establishing an Innovation Club/Committee comprising teachers and students to foster a culture of creativity and collaboration.</p> <p>2. Developing a forward-thinking approach that embraces and leads change, promoting a mind-set of innovation and adaptability.</p> <p>3. Setting SMART innovation goals, with a focus on resilient outcomes through:</p> <ul style="list-style-type: none"> <li>- Regular reflection and monitoring</li> <li>- Soliciting suggestions and feedback</li> <li>- Continuous improvement and evaluation</li> </ul>	<p>1.1.Club and committee members(both students and teacher teachers)</p> <p>2. Welcoming volunteers to suggest, give feedback and participate to raise the status quo.</p>	<p>1.Planning Phase: March 2025</p> <p>2.Committee Meetings: Fortnightly club meetings to drive innovation and progress.</p> <p>3.Quarterly Reviews: Meetings with management to assess progress and align initiatives.</p> <p>4. Annual Reflection: Comprehensive year-end analysis and reflection to inform future improvements and refine the school's innovation process.</p>	<p>1. Enhanced intellectual stimulation.</p> <p>2.Collaborative growth mind-sets.</p> <p>3.Empowered generation of new ideas.</p> <p>4. Challenging our status quo of “best innovator school of the year.”</p>

## DESCRIPTOR 3: LEADING THE TEACHING –LEARNING PROCESS

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now as a school?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the time line for implementation?</i>	<i>What will be the impact look like?</i>
<p><b>1. Actionable:</b> Encourage teachers to become reflective practitioners.</p> <p>Almost never Practised</p>	<p>1. Identify potential partner schools locally and develop collaborative approaches to plan exchange programs, organize visits, and knowledge-sharing sessions, both online and offline, fostering mutual learning and innovation through joint projects and activities.</p>	<p>1. Develop a detailed plan outlining instructional design, resource allocation, and management strategies.</p> <p>2. Establish networks and partnerships with other schools to facilitate collaboration.</p> <p>3. Create a proposal outlining the benefits, structure, and expectations of the partnership for prospective schools.</p> <p>4. Initiate online exchange programs with short durations to pilot the partnership and build momentum.</p>	<p>-School PRO, -Academic Advisory Committee,  Alliance/Marketing Executive (Under the guidance of Principal).</p>	<p>April –May,2025: - Develop a detailed plan outlining instructional design and resource management</p> <p>May 2025: Online Exchange Programme</p> <p>June 2025: - Summer exchange program</p> <p>October 2025: - Online exchange program</p> <p>January 2026: - Winter break exchange program</p>	<p>1. Students with broadened perspectives and expanded knowledge horizons.</p> <p>2. Dynamic exchange of ideas, fostering innovative thinking and creativity.</p> <p>3. Individuals with evolved perspectives, embracing diverse traits, cultures, and habits.</p> <p>4. Global exposure and experiential learning, enhancing teaching and learning practices.</p> <p>5. Students well-prepared to thrive in an interconnected, global world.</p>

## DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now as a school?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the time line for implementation?</i>	<i>What will be the impact look like?</i>
<p><i>Actionable:</i> Keep students at the heart of the learning culture.</p> <p>Occasionally Practised</p> <p>The school curriculum is integrated with Pre-vocational and vocational skills, Art appreciation and physical education, however, there is a need to work on practical skills and real life experiences</p>	<ol style="list-style-type: none"> <li>1. Organize exposure visits and field trips to vocational institutes for students.</li> <li>2. Provide practical knowledge and hands-on experience in vocational subjects and pre-vocational skills.</li> <li>3. Conduct excursions to museums, galleries, and performances of various art forms (dance, music, theater).</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline a structure for practical implementation of vocational and pre-vocational skills alongside CBSE skill modules.</li> <li>2. Schedule field trips and exposures in the school annual calendar.</li> <li>3. Establish industry connections and collaborations.</li> <li>4. Introduce internship programs for students during holidays.</li> <li>5. Promote physical education integration in students' lives.</li> </ol>	<ul style="list-style-type: none"> <li>- School PRO</li> <li>- Marketing Executive</li> <li>- Skill Coordinator</li> <li>- Excursion In-charge</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and shortlist industries (April 2025).</li> <li>2. Enlist upcoming art performances (April 2025).</li> <li>3. Plan and execute activities throughout the academic session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elevated vocational and pre-vocational skills through practical training and exposure.</li> <li>2. Motivation and exposure to diverse career options, helping students discover their interests and aptitudes.</li> <li>3. Development of self-resilient students who can adapt and thrive in various situations.</li> <li>4. Enhanced aesthetic values in students, fostering appreciation for creativity and cultural awareness.</li> </ol>

## DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now as a school?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the time line for implementation?</i>	<i>What will be the impact look like?</i>
<p>Formulate inclusive policies and structures.</p> <p>Frequently Practised</p>	<p>1. Organize exposure visits and field trips to vocational institutes for students.</p> <p>2. Provide practical knowledge and hands-on experience in vocational subjects and pre-vocational skills.</p> <p>3. Conduct excursions to museums, galleries, and performances of various art forms (dance, music, theater).</p>	<p>1. Sensitize all stakeholders about existing barriers to inclusion and identify strategies to overcome them.</p> <p>2. Provide teachers with training and skill development to effectively identify, teach, and support children with special educational needs (SEN).</p> <p>3. Organize expert-led workshops and training sessions to understand the unique needs and abilities of SEN children, enabling tailored guidance and support.</p>	<p>- School Counsellor - Special Educator - Coordinators - Trained Teachers - Principal (as Mentor)</p>	<p>1. Initial meeting to discuss SEN student needs: First fortnight of May</p> <p>2. Observations and sessions with SEN students: May 2025</p> <p>3. Teacher training: Last week of May 2025</p> <p>4. Strategic yearly plan formulation: June 2025</p> <p>5. Mentoring meetings: Fortnightly</p> <p>6. Quarterly review and analysis</p>	<p>1. An inclusive educational ecosystem that celebrates diversity, promotes equity, and fosters a sense of belonging among all stakeholders.</p> <p>2. Empowered educators with the skills and expertise to effectively cater to diverse learners, crafting tailored learning experiences that optimize individual potential.</p> <p>3. Cultivate empathetic and sensitive individuals who possess a profound</p>

				<p>7. Half-yearly strategy adjustments (if necessary)</p> <p>8. Yearly reflection and policy reconstruction: March 2026</p>	<p>appreciation for diversity, promoting a culture of inclusivity and mutual respect.</p> <p>4. Attain organizational social objectives, thereby contributing to a learning environment characterized by compassion, efficacy, and a deep commitment to the holistic development of all students.</p>
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