



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

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>
1.Actionable: Promote reflective thinking and meta-cognitive thinking practices among teachers Status Frequently Practiced Initiating Innovation: - Teacher's Weekly Presentation - Student's Quarterly Assessment Review Sheet - Teacher's reflection based on Kolb's experiential learning theory. - Adopt a Child Policy (for academic progress)	Following and monitoring the cycle of regular reflective journals. Framing a reflective committee to monitor the teaching learning process to reflect reconstruct and student centric learning. Delegating self-challenging tasks to the teachers to examine the extent of their practices to support student learning.	1. Conduct fortnightly monthly session to discuss the classroom practices, the reflective journals , challenging concepts and strategies to overcome 2. Conducting workshops on teaching according to multiple intelligence and, differentiated learning styles of learners. 3. Review progress through classroom observations, students' review sheets and teacher reflections. 4. To acknowledge and reward the improvement and best progress of the teachers.	Academic coordinators, SMEs, HODs, under the guidance of Principal.	1.Planning – March 2026 2. Reflective Teaching Sessions: fortnightly (every 2nd and 4th Saturday) 3.In-house Workshops with Teaching: Fortnightly 4.Progress Review : Quarterly (July-August, September, October, December-January and March-April) 5.Teacher Acknowledgement and Felicitation.	1.Confident and empowered teachers. 2.Enhanced teachers, efficacy, practices, and knowledge. 3.Improved student learning and academic result. 4. Change in the mind-sets and development of collaborative culture. 5.A culture of continuous professional growth.

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>
1. Actionable: Expand the perspectives of teachers to implement innovative pedagogies. Frequently Practiced: Student Occasionally Practiced: Teacher	1. Introduce team teaching and shadow teaching to exchange vary teaching skills and design innovative pedagogy. 2. Setting up a collaborative teacher student partnership support, encourage and stimulate innovations. 3. Create more opportunities for recognition and appreciation to reduce the fear of failure and to promote a growth mind set. 4. Strengthen teaching learning process through new technology platforms.	1. Creating communities of the teachers (Subject wise and interdisciplinary) 2. Each student to be attached with one mentor/guide teacher to work on innovative projects and solutions. 3. Providing a platform and opportunity to showcase the innovations without feeling of rejection. 4. Introduce few more new technology platforms to enhance instructional practices and facilitate student learning.	1. Club and committee members (both students and teacher teachers) 2. Welcoming volunteers to suggest, give feedback and participate to raise the status quo. 3. Coordinators to monitor and present the quarterly report to the principal.	1. Planning Phase: March 2026 2. Onboarding and Orientation Session in April. 3. Student Teacher Mapping – Project Based. (Quarterly) 4. Showcasing of the innovative ideas and projects on PTMs and school events. 5. Recognizing students and teachers as ambassadors and agents of change, honoring them on Annual days Giving chance to represent the school on national and global level. Providing scholarships to the students and incentives to the teachers.	1. A generation Philomath's. 2. Culture of collaborative growth mind-sets. 1. Fostering a win -or – learn, attitude with team oriented development with mutual advancement 2. Challenging our status quo of “best innovator school of the year.”

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>
1. Actionable: Encourage teachers to become reflective practitioners. Frequently Practiced 1. Regular observations conducted 2. Refine and redesign the plan to achieve the objective.	1. Collaborate with schools of other states and Asian countries. 2. Elevate the last year Plan: Assist and encourage teachers' strategy to achieve SMART goals : Organize visits, and knowledge-sharing sessions, both online and offline, fostering mutual learning and innovation through joint projects and activities.	1. Identify and enlist the probable schools of other states and Asian countries for collaboration. 2. Elevate the last year's plan by reconstructing and redesigning the ongoing instructional design, resource allocation, and management strategies. 3. Initiate online exchange programs with short durations to pilot the partnership and build momentum.	-School PRO, -Academic Advisory Committee, Alliance/Marketing Executive (Under the guidance of Principal). Coordinators, HODs, SMEs and Principal	Planning Phase: March 2026 Mission briefing among subject teachers (Monthly) Workshops – SMEs' HODs and Coordinators.(Quarterly) Audit: – SMEs' HODs, Coordinators headed by Principal. (Half yearly)	- A culture of reflective pedagogy and continuous professional excellence is institutionalised. - Robust national and international academic collaborations enhance global learning perspectives. - Evidence-based instructional practices strengthen teaching efficacy and learner engagement. - Sustainable Professional Learning Communities (PLCs) drive innovation, capacity building, and improved student outcomes.

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>
<i>Actionable:</i> Create the ‘social glue’ by building a culture of trust and self-improvement. Frequently Practiced. Create opportunities for staff and students’ wellbeing.- Student wellness class is a vital part of the school time table Provide a ‘psychologically safe’ environment where failures are perceived as learning opportunities. We provide opportunities and motivation to participate for growth and exposure.	1. Staff Wellness and wellbeing 2. Practice the habit of “ understand others and seeking to be understood by others	Organize wellness workshop and sessions for teachers Talk Therapy and Reciprocity – Organizing -The Amor Class to instill Empathy and compassion for one another.	- School Counsellors - Psychology teachers - Coordinators Under the guidance of Principal	1. Planning (April 2026). 2. Monthly workshop 3. Staff Wellness Class - Fortnightly 4. Amor Class – weekly 5. Talk Therapy – Once in a Week	Psycho – socially robust community. Highly positive repel effect with enhance teacher retention, student performance and overall school culture.

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>
Support Student Learning Frequently Practiced 1. Flexible grouping of students through different classroom seating arrangement. 2. Buddy support and peer learning. 3. Using ICT tools and assistive technology to provide meaningful learning. 4. Identifying gaps and providing individualized teaching - learning. 5. Using positive behavior and support strategies to address behavioral issues.	1. Upgrade differentiated teaching based on multiple intelligence and learning practices. 2. Filling the identified gaps with reflective and reconstructed remedial strategies. 3. Strengthening a supportive culture rooted in free expression and mutual respect.	1. Conducting workshop with teachers on multiple intelligence and related teaching methodologies. 2. To monitoring the remedial plans and guide teachers to improve student's performance. 3. Cultivate a stronger camaraderie between student and teacher with classroom activities and team building engagements.	1. Class facilitators 2. Class care – giver 3. School counsellor, coordinators under the mentorship of Principal	1. Main Workshop – May 2. Mentoring Workshop: July & October 3. Monitoring of remedial Plan : Monthly 4. Culture of Camaraderie: Organic bonding during regular classroom instruction.	1. Enhanced learner engagement through differentiated, intelligence-based pedagogy. 2. Improved academic achievement through targeted remedial interventions and continuous progress monitoring. 3. A collaborative and inclusive learning culture fostering empathy, confidence, and mutual respect. 4. Empowered educators demonstrating excellence in learner-centred, evidence-based instructional practices. 5. Sustained holistic development through equitable, inclusive, and high-impact learning experiences.