

SHAMROCK CHRISTIAN SCHOOL

ANNUAL PEDAGOGICAL PLAN

SESSION 2024-25

VISION

Our vision is to create the whole model of teaching and learning that remains true to our roots and values. We hope to bring the best and class thinking for our dear students. Shamrock Christian school creates place with truly embibes with the philosophy of A HAPPY SCHOOL AND A HAPPY LEARNERS”

MISSION & FOCUS : Focused on flexibility , modularity and pace based learning, the futuristic campus embodies SHAMROCK’s legacy aiming to equip students with 21st century skills.

OUR MOTTO IS : ‘ THROUGH HIM, I CAN DO ALL THINGS WHO STRENGTHENS ME”

With the blessings of God, We can dare to dream and learn to excel.

No aspiration is too high, No goal is too difficult and no dream is too big. What truly matters is that we put our hearts to fulfill our dreams with hardwork. It is not only the destination that matters but the enjoyment and the learning of journey itself,

We always wanted “SHAMROCK” to be a happy school where teaching is a pleasure and learning is a joy. As we look back, we are humbled that just in two and a half decades, we could make a difference in the lives of thousand of children and their families. And it is with the great sense of gratitude and optimism that we look ahead to be future as the new generation takes a lead with a strong commitment in building a culture of excellence.

According to the Principal of Shamrock “ Mrs. Pradeep Singh” The futuristic and flexible curriculum framework and pedagogical practices will surely transform the away children engage with their learning & equip themselves with 21st century skills.

PPC

Name	designation	Role in PPC
MRS PRADEEP SINGH	PRINCIPAL	monitoring of APP
MS JAGPREET KAPILA	HEAD SUPERVISOR	curriculum development and advisor
MR. UPDENDRA UNIYAL	CO-ORDINATOR / SEN. SUPERVISOR	curriculum development and advisor
MS PREM LATA	MIDDLE SUPERVISOR	curriculum development and advisor
MS JASBIRKAUR	PRIMARY SUPERVISOR	curriculum development and advisor
MS URMILA & MS. MEENAKSHI	PRE PRIMARY SUPERVISOR	curriculum development and advisor
MS MADHU PAREEK	EDITORIAL HEAD	curriculum development and advisor

PEDAGOGICAL PLANNING COMMITTEE CONDUCTS THE MEETINGS AS PER REQUIREMENTS

a) 1 st meeting	Feb 24 (Last week)	Discussion of syllabus for all the classes specially for foundational stage (KG to class II for the session 2024-25)
b) 2 nd meeting	Mar' 24 (2 nd week)	a) Plans for yearly activities for different clubs. b) Time table preparation c) Plans for Fresher's party (KG) , Graduation ceremony (KG) & Special presentation
c) 3 rd Meeting	Mar' 24 (3 rd week)	a)Framing the semester examination schedule till September b) Division of various clubs as per activities
d) 4 th Meeting	Mar'24 (31 st Mar)	a) Plans for investiture ceremony & facilitation ceremony

e) 5th Meeting

April 24 (first week)

b) Selection of office bearers

c) Plans for special class presentations

i) Discussion of classwise annual result

ii) Monitoring criteria

iii) Curriculum development and

academic resources for new session

INFRASTRUCTURE :

Basketball court	Mathematics Lab	Table tennis court
Football ground	Computer labs	Yoga room / Taekwondo hall
Cricket ground	Bio lab	Sports room
Art room	Chemistry lab	Examination room
Music room	Physics lab	Multipurpose hall
Dance room	English language lab	Conference hall
Library	Smart class room	

PARENT TEACHER MEETINGS - We have PTM 's at the end of every month (Last Saturday) in order to maintain healthy relation among parents and teachers. It is a process that requires equal participation and efforts from both the therapists and patient.

ONLINE EDUCATIONAL PLATFORM

School is switched to CLASS ON APP where students and parents track each and everything i.e. Syallbus, Daily Diary , Date sheets, Gallery pics, Activities pics, Test record, Daily performance & GPS

OUR TEACHING LEARNING APPROACH

Following the pattern of NCERT, we ensure that our students should be engaged in the learning process by adopting the practical methods as hands on activities or and experiential learning

- Children are trained through play based activities in their early years
- During this session , 2024-25 , much of the work will be done through NCF.
- Curriculum has been planned according to the student's mind observations.
- Teachers facilitates and meditates the learning of students. FAQ's (Frequently Asked Questions) are taken side by side along with the teaching part for the keen interest of students.

PEDAGOGICAL STRATEGIES:

Pedagogy is an art that helps students to connect existing knowledge, exploring the skills with new information. The students are active thinkers who construct their own understanding from interaction with phenomenon, the environment and other individuals. Effective planning helps in academic achievements. Keeping in view the planning has been done with various teaching techniques,

CLASSES 1 – II (FOUNDATIONAL STAGE)

SUBJECTS	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGES (ENGLISH, HINDI, PUNJABI)	Narrating stories/ groupie and pairing method /show & tell concept/ collaborative learning through visual smart classes Recitations/ Reading skills/ Writing through picture compositions/ Learning of the author or poet, depicting themselves as characters.	Enhancement in their knowledge , increasing learning ability and increase in the grasping power. By the end of session , students will be able to read, write and can produce many words learning of punctuation is prior. The learners are able to recite poems with actions , listen to instructions and draw the pictures, recognizes letters and their sounds, produces words with consonants, talks about the situation in all languages associates words with pictures. They can respond orally in any language including sign

		<p>language to comprehensive questions related to stories talk about situation/ pictures.</p>
MATHS	<p>Using of number cards to introduce the numerals/ numbers cut outs made of cardboards/counting by dots/ use of calenders or charts for the numerals in before /after or between /hands on activities/Simple maths games and interaction activities.</p>	<p>Students would be able to read & write the numerals. They would be thorough with an idea of zero.</p> <p>Develop the number sense and addition. Activities related to comparison of numbers increases their perfection. Children would be able to learn the commutative aspect of addition and subtraction. Also explore different strategies to add up numbers and solving word problems. Keeping in view the learning techniques, students would be able to identify the shapes, can recognize the days and months and even time concept of A.M. & P.M.</p>
EVS	<p>Games like circle making to depict family/ dumb characters/ sprouted dals for making salads to identify different foods/ preparation of charts/audio – visual aids like smartclass /clicking of pictures & making videos/ how to save water/ finger puppets</p>	<p>With these learning methods, the students would be able to grab much of knowledge about environmental studies. They would be able to grasp the importance of fruits, vegetables and adopt healthy food habits.</p> <p>Identifies simple observable features (eg. Shape , colour, texture) of plants in surroundings.</p> <p>Describe need of food for people of different age groups ;animals & birds , identifies simple features (eg movement at places found/ kept eating habits, sounds)records</p>

		observations, places visited in different ways and predicts patterns (eg. Shapes of moon , seasons)
--	--	---

CLASSES III – V

SUBJECTS	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGES (ENGLISH, HINDI & PUNJABI)(L1 M L2 & L3)	Reading skills /Writing skills & Recitations, Encouraging to form sentences, picture compositions, comprehensions, Dramalization, Role plays for explaining the different stories , Writing of short phrases using adjectives, finding out the words and their meanings from dictionary, giving dictation words, English /Hindi /Pbi elocutions, show and tell activities , SPELL BEE , WORD CHALLENGE, very short question answers based on stories. Grammar based exercises covering the topic like nouns, pronouns, adjectives, punctuation, verbs , prepositions, conjunctions, voice , narration & Tenses.	<p>With the efforts of parents and teachers alongwith the mentioned techniques, our Primary students would be able to grasp the following concepts –</p> <ul style="list-style-type: none"> • Expresses orally his/her opinion/ understanding about the poems in all the three languages. • Distinguishes between simple present /past /future • Dictation words will be thorough • Responds appropriately to oral messages, able to write notices • Able to perform role plays in English • Identifies opposites and grasp the meanings of various common words.

		<ul style="list-style-type: none"> • Uses punctuation such as full stop, capital letters appropriately. • Able to read small texts with comprehensions. • Able to use meaningful sentences using nouns , pronouns and adjectives.
MATHS	<p>Various play way methods like making flash cards , make your own scale, solving word problems using live examples/ live things. Find out cost of original objects, making bills, provide the child with a number or real life examples which implies all the four operations i.e. Addition, Subtraction, Division & multiplication.</p> <p>Creating story sums, how to calculate the time lapsed in an event, showing original 3 –D shapes, paper cut outs used for making different shapes,making a dot grid on the paper for finding out area and perimeter, recording date and interpreting pictographs. Identifying the angles.</p>	<p>The students would be able to learn and capture different topics through the given techniques.</p> <ul style="list-style-type: none"> • Able to solve problems involving daily life situations related to measurements. • To create and solve simple real life situations, problem including money, length , mass and capacity using all the four operations. • Able to read time in both 12 hour & 24 hour clock. • Able to calculate time intervals/ duration of familiar daily life events using forward & backward counting addition & subtraction. • To explore ideas of angles and shapes. • Able to acquires under standing about functions

		<ul style="list-style-type: none"> Identifies the patterns from the environment that have rotation & reflection symmetry like alphabets and shapes.
G.SCI	<p>Audio visual, experimentation , showing plantation, explaining germination through sprouts to baby plant and then a big plant, visiting science lab, using natural phenomena of senses for touching , smelling, tasting, hearing , seeing, classify the living and non living things using role plays.</p>	<p>From the given techniques, our students would be able to learn and experience the real science. They would also be able to learn</p> <ul style="list-style-type: none"> The various properties of solid, liquid gas. How plants grow how to keep yourself hygienic. The process of accessing basic needs (food , water) in our daily routine. Record the observations and experiences, information in an organized manner (eg in tables/ in sketches and predicts the phenomenon like floating, sinking, mixing, evaporation , germination and spoilage) Able to suggest ways of health, managing waste, disaster, emergency situations and protecting resources. Describe the inter – dependence among

		animals plants and humans
SOCIAL SCIENCE (SST)	Audio – visual aids (SMART CLASS), using diagrams, models, showing of GLOBE, showing the original MAPS, observing stars, planets and satellites, understanding the astronomical phenomenon, using globes for understanding longitudes & latitudes, visiting the nearby Planetarium, visiting the site of NDMA & reading of weather forecast.	<p>Teaching after following these techniques , after the completion of session, the students will be able to understand.</p> <ul style="list-style-type: none"> • The concept of earth its spherical shape • About the differences between plateaus , islands, horizon and coast. • Able to learn about various ranges, rivers, bay and gulf • Able to locate the states and capitals of India in Indian political map. • Able to locate oceans and continents or the world map. • Understand the various levels of the governments local , state and union. • To understand the concept of latitudes and longitudes • To learn the various occupations, transportation and communications.

CLASSES VI TO VIII

SUBJECTS	PEDAGOGICAL TECHNIQUES	LEARNING OUTCOMES
LANGUAGES (L1, L2 &L3) (ENGLISH, HINDI, PBI)	<p>Making a visual description of the stories, listening to the audios, watching the news bulletin, watching educational channels, trying to write the role plays inspired by any story, simulation & dialogues from the materials viewed, giving examples for using dictionary, word challenges, spell bee, individual talks, introducing oneself activities related to antonyms and synonyms , conducting the elocutions in all the three languages. Conducting comprehension checks by using true false, match, MCQ's , Short answers, gap fillings, word attack , Q/Ans, Introducing all the grammar , topics in details, adopting competency skills like listening and speaking.</p>	<p>By the end of session 2024-25, students of middle section will be able to –</p> <ul style="list-style-type: none"> • Share poems, riddles and easily search words from the dictionary alongwith their meanings. • Responds to oral messages, mobile communication in English • Responds to announcements instructions in school assembly • To use synonyms /antonyms , appropriately, deduce word meanings from clues in context while reading. • Able to respond variety of questions on familiar and unfamiliar texts verbally and in writing • Able to write grammatically correct sentences for a variety of

		<p>situations using nouns, pronouns, adjectives, determiners, conjunctions, prepositions, verbs and adverbs</p> <ul style="list-style-type: none"> • Will be able to draft notices, short paragraphs, messages, invitations, letters (formal and informal) • Students will be able to use meaningful sentences to describe and narrate factual imaginary situation in speech and in writing.
MATHEMATICS	<p>As per NCERT books encouraging the students to attempt features like “Try these “ & “Think Discuss & write “ , creating examples from daily life, referring lab manuals, gaming on factors & multiples ,giving information from word problems on HCF/LCM. Rules of divisibility are applied on many problems, giving ideas on geometrical shapes from plenty of objects around the students , using scales and dividers in measurements. Encouraging the students to check the angles formed between two edges of shapes formed say, doors, windows , tabletops, etc, searching angles possible in the surroundings , using cardboard & sticks for explaining polygons, use of gamified activities for explanation of integers. Puzzles featuring in newspapers</p>	<p># of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and able to find the values of the one when the other is given.</p> <ul style="list-style-type: none"> • Able to apply HCF/LCM in particular situations • Able to solve problem involving addition and subtraction of integers. • To compute the cost of painting the walls and tiling the floors. • Able to compare the quantities using Ratios

	and magazines, paper cutting activities, use of graphs, and above all smart classes for better visualization and understanding	
GENERAL SCIENCE	<p>Students are told to perform the experiments and record the observations, analyse the recorded data, collecting the different types of fabrics and feel the difference, looking into various videos from DIKSHA APP, bringing the original plants for dissection, moving to labs for watching and examining the skeletal system. Listing the routine activities for measuring through scale, weighing machine, recording the observation measure the thickness of a page or a coin, making charts of different nutrients and their sources, chart on photosynthesis, showing a plant named CUSCATA which do not have chlorophyll, using magnifying glass to see minute things like fungus. Showing how fibre changes into wool. Showing through comic script discovery of silk.</p>	<p>Keep in view the teaching techniques , our middle section students will be able to explore all the concepts by the end of session. They will be able to explain –</p> <ul style="list-style-type: none"> • Different varieties of fabrics. • Able to make efforts to protect environment eg. Using resources judiciously • To classify organisms based on observable properties of plants as herbs , shrubs and trees , creepers and climbers • To differentiate between bone and cartilage, movement of different animals. • To identify internal and external organs, types of bones , joints etc. • Able to draw well labelled diagram of plants. • To classifies materials as exhaustible and inexhaustible natural resources.

		<ul style="list-style-type: none"> • To draw labelled diagrams, structure of flame, constructs the models from surroundings • Able to understand different types of forces. • To understand the different types of forces • To understand the methods of irrigation eg. By using organic manure, we can increase crop production.
SOCIAL STUDIES (SST)	<p>Using diagrams, models and audio visuals to understand the movements of earth. Use of globes / maps for the explanation of Indian geography. Discussions and debates on the concepts of diversity, discrimination, government. Role plays exacting gram panchayat collecting various types of soil, concept of landslides. Comparing the region where we live and availability of various resources uses of land where you live , conservation of natural vegetation and wildlife discussion about civic amenities, underlining the sentences to represent the situation of tribes , majority of population, collecting the picture of monuments etc.</p>	<p>Keeping in view, the teaching strategies, the middle section students will be able to understand history, civics and geography in detail. They will be able to explore many concepts like</p> <ul style="list-style-type: none"> • Will be able to describe the landforms • To analyse socio— political and economic changes during medieval period • To relate key historical developments of central India & Deccan. • To trace how good travel through various market places.

		<ul style="list-style-type: none"> • To explain how East India company become the most dominant power. • To describe the forms of different tribal societies of 19th century. • To justify judicious use of natural resources such as water, soil, forest, etc.
--	--	---

SKILL SUBJECTS

Skill subjects implementing in our institution for classes – VI to VIII

ARTIFICIAL INTELLIGENCE – Shamrock has an important and responsible role to provide learning opportunities for the Grade (6 – 8) students and guide them on the path to success. There is need to channelize leaning towards applying towards a robust future in a sustainable world.

2. FINANCIAL LITERACY : Through this subject, student will able to cover various aspects of money management including , budgeting , saving , investing and banking. When you are financially literate , you have the essential foundation for a smart relationship with money and that is what we are going to teach our students through this skill subjects

3. HANDICRAFT : This skill subject will enable students to explore the creative activities of paper mache and fashion jewellery as a part of their school education. Students will learn to respect the hardwork and talent of our artisians and take pride in our rich hand crafts tradition. Hopefully some of the students will take up advance learning of these crafts and pursue them in the long term. Students are being trained comprehensive step by step guidance.

FOR THE CLASSES IX TO XII

The government of India has introduced National Education Policy (NEP-2020) which emphasizes on the Holistic Development of students. CBSE has already given a comprehensive curriculum for the classes IX to XII.

Our Institution Shamrock Christian School is following the exact curriculum which CBSE has framed for class IX to XII

- Every learning hour and all types of the learnings shall be credited.
- No hard separation between different areas of learning art & sciences, curricular and extracurricular activities , vocational and academic streams.
- All types of learnings shall be creditised under NCrf. Mandatory assessment is there.
- The scheme of studies for classes IX –XII has been redesigned
- The curriculum of each subject has been divided as per the allotted hours
- We are allotting 40 minutes per period. Total learning hours per subject approx. 160 hours and minimum 40-50 hours per subject earmarked for project work, peer learning and self study.
- After the completion of every chapter PRELIMINARY EXAMS have been introduced for all subjects to mark the assessment.
- NCrf has already been introduced in class IX –XII from the present session 2024-25 and also NCrf has been made applicable for the class X and XII also.
- Hours have been allotted to each chapter and further bifurcated into hours for theory and practicals.
- As per CBSE, classes IX & X have 5 subjects in which two compulsory languages and three main subjects for passing the class. Otherwise , we have in our school English, Punjabi, Hindi , General Science , Social Science and Mathematics are the six subjects and another additional by CBSE of 7th Subject, we have IT.
- Apart from these, we have some more subjects for internal assessment, viz Health and Physical education, work experience and Art education.
- As per CBSE class XI and XII we have English , Punjabi (Compulsory) and

MEDICAL/NON MEDICAL COMMERCE

Physics

Chemistry

Biology

Mathematics

Accountancy

Business Study

Economics

HUMANITIES

Political Science

Economics

Any Language

- Apart from these subjects , we have an OPTIONAL Subjects (Computers/Music/Painting/Dance/Physical Education)
- Various skills adopted for pedagogical solutions –
 1. **COGNITIVE SKILLS** - Thinking and problem solving activities
 2. **AFFECTIVE SKILLS** – Teaching through Emotional growth, Interpersonal development leading students to more interaction with peer as well as self confidence.
 3. **PSYCHOMOTOR SKILLS** - Teaching through physical activities

➤ **ASSESSMENT TOOLS GRADE I AND II :**

Assessments include tests, minor homework and daily checks , revealing more about students learning daily checks, revealing more about student learning than grades. The assessment process is one of the bet ways to improve your weaknesses. Students are assessed on the basis of the following paarameters-

1. **ENGLISH** - Reading , Writing , Recitation , Spellings



Vocabulary grammar compreshensions (written + MCQ's)

2. **MATHEMATICS** - Written , Oral and Aptitude
3. **HINDI** - Written , Reading , Writing , Recitation, Dictation & MCQ's
4. **PUNJABI** - Written , Reading , Writing, Recitation, Dictation & MCQ's
5. **EVS** - Written Exam + MCQ's
6. **IT** – Written + Practical of computes

GRADE III TO V

- **LANGUAGES (L1, L2 , L3)** – Written, Reading , Writing, English , Hindi, Punjabi (Recitation , Dictation & MCQ's)
- **MATHEMATICS** - Written + Oral + Aptitude
- **GENERAL SCIENCE** - Written Exam + MCQ's
- **SOCIAL STUDIES** - Written Exam + MCQ's
- **IT, G.K & MORAL SCIENCE** – Assessing them through practical's, MCQ's Test & E-Library for stories
- Classes I to V involves Co- Scholastic subjects viz Physical Education, Art , craft , music and Dance
- **I LETS** training period in English Language Labs have also been introduced from last session.

CLASSES I TO V HAVE 4 PERIODIC TESTS AS -

PT1 (MAY) 20 marks for MCQ's test + 10 marks for class test objective paper based assessment
(30 Marks each subject)

PT2 (SEPTEMBER) - 30 marks for Written Exam(Subjective paper) + 20 Marks for class test based assessment (50 marks each subject)

PT3-(DECEMBER) 20 marks for objective paper + 10 marks for class test based assessment

(30 marks each subject)

PT4 (FEBRUARY) 30 marks for subject paper + 20 marks for class test based assessment

(50 marks each subject)

CLASSES III TO V – COMPRISES OF 4 PERIODIC TEST AS

PT1 - (MAY) (50 marks/subject) 30 marks for objective + 20 marks for class test based assessment

PT2 – (SEPTEMBER) 50 marks for subject paper + 20 marks for class test based assessment

PT3 (DECEMBER) – 30 marks for objective paper + 20 marks for class test based assessment

PT4 (FEBRUARY) – 50 marks for subjective paper + 20 marks for class test based assessment

ASSESSMENT TOOLS (GRADE VI TO VIII)

LANGUAGES (English , Hindi, Punjabi) – Listening skills, Reading skills, Writing skills and speaking skills

Mathematics - Evaluation and Computation through worksheets , MCQ's and pen paper test

General Science - Evaluation and Reasoning through worksheets MCQ's and Pen Paper test

Social Studies - Map work, Assignments, Worksheets & Pen paper tests

IT – Dealing with computers applications and practical

GK – General Knowledge – Based pen paper test & MCQ's

Skill Subjects – Students have to opt any one skill subject out of Handcraft, Artificial Intelligence & Financial Literacy

Co – Scholastic Subjects – Physical Education and Art

Optional Subject – Music/ Dance / Martial Arts/ Yoga

CLASSES VI TO VIII HAVE FOUR TIMES CRITERIA FOR ASSESSMENT PERIODIC TEST – I , II, III,IV

PT1 – (50 marks) – Class test based assessment through preliminary tests of the given syllabus

PT2 – (80 marks) – September – prelims assessment + pen paper tests for all subjects question papers will be set according to students capacity using remembering , understanding , application, analytical & critical thinking.

PT3 – (50 marks)- December – Class test based assessment through preliminary test of the given syllabus

PT4 – February – (80 marks) – Prelims assessment + pen paper tests for all subjects. Questions papers will be set according to students capacity – using remembering , understanding, application , analytical and critical thinking.

Internal assessment will also be taken for the students showing note books , project files & assignments.

ASSESSMENT TOOLS FOR GRADE IX TO XII

IX – XII has been followed by CBSE norms. The school has planned their assessment criteria on the basis of transparency and uniformity across the levels. Covering the four periodic test in school as May 24, Sept 24, Dec 24 & Jan 25 (preboards). Assessment is done on the basis of various parameters.

- a) Project work**
- b) Map work**
- c) Lab practicals**
- d) Oral tests**
- e) Pen paper tests**
- f) Portfolio activities**
- g) Visual representation**
- **After teaching every topic , an office test is conducted for the assessment and check the understanding of the students.**
- **Assessment of speaking and listening skills will be taken twice , (in September & in Jan)**
- **Preliminary test are being conducted twice i.e. before September exam and before preboards.**

SESSIONS FOR TEACHERS (BY CBSE)

Teachers have various training sessions. During the last session (2023-24) all the teachers have covered 50 hours training mandatory by CBSE. Teachers have grab the certificates for the trainings completed and maintained the files.

Similar process has been started this year for (session 2024-25). Training sessions are already going on. Various workshops have also been organized time to time. Some of the special timings attended are as –

- 1. Experiential leaning (By Diksha)**
- 2. Competency based learning (On Diksha app)**
- 3. Cyber threats (8th June 24)**
- 4. Cyber hygiene practices (6th June24)**

5. Nishtha –ECCE – C6 Eng – Birth to 3 years (15th May, 24)

6. Understanding numbers upto 100(26th May, 24)

7. Feedback (16th May, 24)

8. NCF- NEP 2020 (24th June)

9. Career Counselling (3rd July)

10. Webinar an implementation of National Credit Framework

11. Establishing Educational skills through interactive learning

12. Introducing skill modules in school

13. Orientation programme for HOLISTIC PROGRESS CARD

14. Curriculum for foundational stage

Such webinars and sessions has been carry on by the teachers from last so many years.

PERIOD WISE SUBJECT ALLOCATION

CLASS/ SUBJECT	ENGLISH	MATHS	EVS	HINDI	PBI	IT		DANCE	GAMES	MUSIC	ART/CRAFT		TOTAL
1 ST & 2 ND	6	8	8	8	6	2		1	3	1	2		47
CLASS/ SUBJECT	ENGLISH	MATHS	SCI	HINDI	PBI	IT	SST	DANCE /MUSIC LIBRARY	GAMES	GK/ M.SCI	ART/CRAFT		TOTAL
3 RD TO 5 TH	6	6	6	6	6	2	6	3	3	2	2		48
CLASS/ SUBJECT	ENGLISH	MATHS	SCI	HINDI	PBI	IT	SST	DANCE /MUSIC M.ART YOGA	GAMES	GK/ M.SCI	ART/CRAFT /LIBRARY	SKILL	TOTAL
6 TH TO 8 TH	6	6	6	6	6	2	6	1	5	2	2	1	48
CLASS/ SUBJECT	ENGLISH	MATHS	BIO/ PHY/ CHEM	HINDI	PBI	IT	SST	DANCE /MUSIC M.ART YOGA	GAMES	GK/ M.SCI	ART/CRAFT /LIBRARY	SKILL	TOTAL
9 TH – 10 TH	7	8	4+4+4	6	6	2	6	-	1	-	-		48

CLASS/ SUBJECT	ENGLISH	PBI	PHYSICS	CHEM	MATHS /BIO	PHYSICAL EDU	DANCE	MUSIC	PAINTING	HPE	LIB			TOTAL
XI & XII SCIENCE	8	6	8	8	8	8	8	8	8	1	1	-		48
CLASS/ SUBJECT	ENGLISH	PBI	ACCOUNTS	B.STUDIES	ECONOMICS	PHYSICAL EDU	DANCE	MUSIC	PAINTING	HPE	LIB			TOTAL
XI & XII COMMERCE	8	6	8	8	8	8	8	8	8	1	1	-		48
CLASS/ SUBJECT	ENGLISH	PBI	POLSCI	HIND MUSIC	ECONOMICS	PHYSICAL EDU	DANCE	MUSIC	PAINTING	HPE	LIB			TOTAL
XI & XII HUMANITIES	8	6	8	8	8	8	8		8	1	1	-		48