

TEACHING AND LEARNING POLICY

Read this policy in conjunction with the following

1. Note on National Education policy
2. Course Objectives (CBSE, PUC, IGCSE)
3. Objectives of each grade as defined by NCERT
4. Objectives of each subject as defined by NCERT and NCF

VISION

Our vision is to be a globally renowned academia fostering excellence in future – ready robust pedagogy and profound learning environment to disseminate values of academics freedom and the spirit of collaboration and innovation. To develop an ethos of entrepreneurship and build ethical future enterprise leaders who add value to society, spearhead in nation building.

MISSION

Our mission is to impart quality value based education of international standard and focus on holistic development of the students imbibing skills for solving real life problems. Along with our clean and green campus – our infrastructure offers homey stay, hygienic food. It's our priority to engage all our staff from ground level to top management as a family to ensure that all students make a smooth transition to our institution and do not feel alone.

OBJECTIVES

1. **Promotion of value education and community service** : to impart values such as resilience, determination, confidence, and creative & critical thinking, to develop good social skills and the ability to form good relationships, to promote participation in community life and fulfilment of civic and social responsibility.
2. **Instilling cultural, linguistic diversity and heritage** : to instil the importance of inclusion within society of different groups and persons with different personal characteristics, the diversity of society, cultural knowledge, various languages, India's cultural values, history and its rich heritage, yoga, Ayurveda and holistic living, to implant cross cultural dexterity.

3. **Cognitive Acceleration Program** : To encourage schema (class preparedness), cognitive conflicts (make the children face challenges and to solve problems in collaboration), social learning, meta cognition (knowing about knowing), bridging (transferability of knowledge), teacher mediation to master learning.
4. **Internationalism and Entrepreneurship**: To promote global citizenship, globalization and sustainable future, physical & psychological health, inter personal skills to enhance employability skills.
5. **Nurturing Leaders**: To instil leadership qualities, to foster the physical, intellectual, technological, social, emotional, and artistic development of the students, develop self-discipline and personal responsibility, to promote creativity, effective communication, and critical thinking skills, to have a strong student leadership program with active involvement of students of all age groups.
6. **Multi literacy**: To develop the ability to interpret, identify, create and communicate meaning across a variety of visual, oral, musical and alphabetical forms of communication.
7. **Curriculum and learning atmosphere** : To build a curriculum leading to experiential learning and to have multiple curricula, to provide clear learning outcome, detailed instructions and assessment for all courses to ensure course mastery, student success, to offer a dynamic, interactive educational environment that engages students in the learning process, to promote inter-disciplinary learning, to review and update curriculum, instruction, and assessment in a regular cycle.
8. **Assessment practices**: To support every child's individual strength, Self-assessment, Peer assessment, learning how to give feedback.
9. **Teach less and learn more strategy**: To reduce lecturing from podium, to increase quality of education not quantity.

10. **Technology and digitalization:** To use technology to create effective modes and means of instruction and expand access to learning, to educate the students in futuristic technologies, to have robust digital infrastructure.
11. **Safe campus:** To be a residential school of international standard providing safety and security, in a healthy and hygienic atmosphere.
12. **Community partnership:** Cultivating the educational partnership among home, school, and community, nurturing a culture of collaboration, collegiality, and mutual respect
13. **Professional Development:** Implementing professional development for the staff that is essential for effective instruction and improved student learning.

14. CORE VALUES (SPIRIT OF PSSEMRS)

1. **Metacognition** –
 - a) Knowing about knowing
 - b) Learn until perfection is achieved.
2. **Growth mindset**
 - a) Understand that we are continually learning
 - b) Helping each other learn and succeed
 - c) Healthy competition.
3. **Pursuit of excellence**
 - a) Resilience in every action
 - b) Greatest involvement to pioneer
 - c) Act with responsibility and compassion
4. **Uncompromising integrity**
 - a) Act with fairness
 - b) Maintain transparency
 - c) Unyielding integrity

TEACHING AND LEARNING POLICY

PRINCIPLES OF TEACHING AND LEARNING

School understands the importance of continuous learning and continuous evaluation. The school follows learn by doing methodology and thus the classes are activity based. The school follows a unique, customized, precise revision plan designed to cater to the varied needs of every child. Learning process involves learners therefore teaching is learner centric. Learning is a process that involves a range of physical and human resources. Student learning is a shared responsibility of the staff, parent and the learner. We understand the importance of educating all the stakeholders who work closely with students. The teaching and learning at PSSEMR School and College caters to the needs of diverse learners supported by a developed **learning support department (Academic Council)**. The policy is in alignment with vision, mission and objectives of the school and endeavours to empower the learning community of the school with holistic learning, thereby raising the standard and quality of teaching in a congenial atmosphere which is growing, developing and evolving, in a safe, caring environment, holding onto strong human values.

We aim to provide:

Learning Environment - Nurturing learners in a positive, supportive, safe and secure environment, imparting a strong value system to help them build a culture of acceptance/openness.

Educational plans – Developing a strong lesson plan to disseminate day to day teaching that helps learners imbibe the qualities and skills to make the child future ready. Learning must provide learners with rich and diverse frameworks and experiences to acquire, develop and apply a vast range of knowledge, skills and concepts.

Empowering learners- Learners embark on the learning journey, where teachers are mere facilitators in facilitating the learning process of the learners. The learners are open to approaching unfamiliar situations and new learning when adequate support and resources are provided. This helps them to explore, experience, analyse and present their perspectives.

Experiential and Inquiry based learning- Experiential learning or activity based learning is one of the key aspects to meet the needs of every learner. We must encourage inquisitive learning that makes the child inquire into the what, how, why and what next of all that is presented to them.

Student needs- an effective system must understand that each individual learns differently, hence, the need to design a curriculum that caters to the needs of every learner. A curriculum that is differentiated at the planning, implementing and assessing levels, allowing the learners with different learning strengths such as - kinaesthetic, visual, inter-personal, logical and linguistic, to help learners attain their personal goals.

Holistic development – The focus of the school is to encourage active participation in both scholastic and co-scholastic activities. Co-scholastic integration into academics coupled with value education, internationalism and cultural diversity makes children enjoy learning alongside respecting various cultures while being rooted in their own.

Spiritual and moral education- In the changing world, learners need to have not only a strong body, but a strong mind and to have a strong moral sense. Learners need to develop enduring values of morality, integrity, acceptance, equality, respect and open-mindedness.

Instil responsibility- Learners of today are responsible for the world tomorrow. A responsible child makes the world a better place to live. The outcome of a child's learning is visible through its actions, therefore our learning process is a culmination of academics with values that instil responsibility.

ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility of all stakeholders. Every member of the school/college should work towards aims of the institution that is designed to aid the success of the students by;

1. Recognising children as individuals with rights, respect their values & beliefs. The child may learn well only when there is a sense of belongingness to the institution. So, we must foster and promote good relationship. We must build an institution where everyone must know what is expected of them in terms of their behaviour.
2. Offer an atmosphere of team work, positively reinforce good relationships, supporting and helping one another. Provide equal opportunities for all.

Responsibility of the Teacher:

1. Provide a curriculum that is designed to cater to all kinds of learners.
2. Assess the ability and aptitude of each child respect those differences.
3. Ensure continuous learning and continuous evaluation.
4. Plan achievable and challenging learning objectives and outcomes.
5. Prepare the lesson plan, assessment strategies and differentiation plan for audio, visual and kinaesthetic activities aimed at different segments of students in the class. Encourage project based learning. Lay emphasis on conceptual learning through differentiated teaching.
6. Integrate subjects with teacher guided activities, involve students in experiential learning through curricular and co-curricular activities that fosters global citizenship.
7. Define a clear approach to teaching and learning (ATTL).
8. Modify the lesson plans, whenever necessary, based on the pace and the requirements of the students.
9. Devise lessons to instil curiosity to acquire knowledge, instil scientific temper and ignite critical thinking and inquiry.
10. Be punctual, be well prepared, be well organized and inspire students.

11. Continuously upgrade self.
12. Be digitally equipped to teach with new technologies. Prepare lesson plan integrating smart technology and ICT based classroom teaching.
13. Devise individual teaching plan for students with special educational needs and encourage them to learn at their pace. Encourage other students to recognise the special needs of such students and help them through peer teaching.
14. Encourage students to reflect on their learning.
15. Engage with parent community positively and provide clear information on the school's initiatives, procedures and learners' progress. Take up the responsibility for the wellbeing of the entire school community.
16. Develop the expertise continuously. Undertake a continuous process of adding to own knowledge.
17. Engage with stakeholders of the institution and global community to provide exposure to the learners on opportunities, responsibilities and experiences in several aspects of life.
18. Develop commonality of practice and a shared philosophy by collaborating with all involved in the field of education. Develop a sense of collegiality.
19. Assign regular, productive home learning activities. Give students multiple skill based assignments.
20. Regularly check the assignments, class work, test scripts etc.
21. Be professional in interaction with students and provide feedback on the students work to all stake holders in writing.

Responsibility of the Parent/Warden:

1. Encourage the learners to attend the school regularly, punctually and in good health.
2. Ensure that the learners are disciplined and comply with all our policies.
3. Supporting the work of the school/college and become actively involved in the implementation of its programme.
4. Participating in discussions concerning their child's progress.
5. Be courteous and respectful.
6. Ensuring quick communication with school/college to discuss matters which affect a child's happiness, progress and behaviour.
7. Give due importance to home learning activities assigned by the school/college.

8. Inform reason for the learners' absence and taking responsibility of the learners' learning with the support of teachers.
9. Abide by the school/college rules and regulation, various policies which may be subjected to changes as deemed fit by the management as per the review policy from time to time.

Responsibility of the Student:

1. Be courteous, respectful and open to correction.
2. Attend school/college regularly and punctually.
3. Be organized, bring necessary equipment, take feedback home promptly and take responsibility of the assignment and meeting deadlines.
4. Be enthusiastic learner and inquirer.
5. Conduct in an orderly manner and abide by every policy of the school/college.
6. Take responsibility of your own learning, be responsible to learn the key skills in all the subjects offered.
7. Develop curiosity in knowing and applying the knowledge acquired to the real life situations.
8. Seek extra help whenever required.
9. Participate in all the activities of the school/college.
10. Reflect on the feedback given and make necessary rectifications.
11. Be global oriented. Participate in academic and co-curricular activities which develops awareness and sensitivity to global issues encompassing all aspects of life.
12. Develop value based and ethical outlook towards life.
13. Respect the law of the land, the emblem and other national symbols and its rich heritage, history, art, culture etc.
14. Develop scientific temper, understand importance of experiential and project based learning. Understand the importance of inter disciplinary learning, connects the concepts to the various topics learnt.
15. Make learning more effective through approaches to teaching and learning (ATTL) skills in the classroom situations and outward bound activities.
16. Take every assessment and the feedback later very seriously.
17. Communicate with warden/parent/teachers/counsellor immediately about any challenges that you may be facing.

Responsibility of the School:

1. Provide a stimulating learning and teaching environment.
2. Create a physically and emotionally safe environment.
3. Identify students with Special Needs and create an individual plan to accommodate learning strategies for students with Special Education Needs.
4. Create a healthy and joyful learning environment where students with Special Education needs are catered to and not particularly discriminated.
5. Provide learning facilities to students with Special Educational Needs who require time and space for imbibing lessons.
6. Provide examples to the school community on sustainable development.
7. Provide opportunities to offer meaningful solutions to underprivileged members of the society.
8. Provide facilities to embrace information communication technology and experiential learning.
9. Provide facilities to imbibe ATTL skills throughout the school community.
10. Supply adequate resources required for teaching and learning.
11. Provide time for planning and preparation of lessons.
12. Employ appraisal systems that are transparent and which will improve teaching & learning.
13. Reward and encourage students and teachers.
14. Provide teachers with adequate professional development opportunities.
15. Provide opportunities for teachers to collaborate with one another while planning the curriculum and during classroom delivery.
16. Provide safe and secure atmosphere for students and teachers.

Responsibility of the Community:

1. Voluntary contribution to activities, such as assemblies, specialist, outings, clubs, classroom, etc.
2. Presenting themselves as positive role models to be emulated.
3. Organising activities and events throughout the year to extend and deepen learners' knowledge and skills.
4. Share experience and expertise in the smooth functioning of the institution.
5. Engage with school/college constructively and share feedback to ensure constant improvement in systems and processes.

Approaches to Teaching and Learning(ATTL):

Approaches to teaching to learning are grounded in the following belief that are fundamental to student's education;

1. Learn how to teach
2. Learn how to learn

The approach involves the following parameters;

1. Teacher
2. Teaching attributes
3. Lesson Plan
4. Learner
5. Learning skills
6. Reflective learning
7. Transdisciplinary approach to learning
8. Collaboration
9. Usage of ICT in the classroom

1. **Teacher:** good teaching based on realistic teaching objectives is the single most parameter for a student's success. We endeavour to develop and nurture great teachers who are professional, creative and collaborative in their approach.

1.1 The teacher must ensure that the learner is engaged actively in the teaching and learning process

1.2 Teacher must employ a variety of ideas and activities to teach in a classroom to cater to the needs of all students.

1.3 Teacher must have mastered the subject being taught

1.4 Teacher must teach to enable learning, not teach for students to passively listen

1.5 Teacher must inspire learners and be role models

1.6 Teacher must focus on quality of teaching and not on the quantity of concept coverage.

1.7 Teacher must explain the practical applications of each of the concepts taught.

1.8 Support learners with all the resources needed.

1.9 Raise students' performance and prepare them to be independent.

1.10 Be reflective, collaborative (with all stakeholders like colleagues, parents, community etc.) and supportive.

2. Teaching attributes:

- 2.1 Confidence
- 2.2 Being reflective
- 2.3 Being innovative
- 2.4 Being responsible
- 2.5 Effective communication
- 2.6 Research and inquiry based teaching approach
- 2.7 Effective management of self and the class

3. Lesson Plan: as prescribed by competency based education, the lesson plan must be “ENGAGE”ing.

E - Energize learners before starting class

N - Navigate content to Teach and to review

G - Generate Meaning

A - Apply to real life

G - Gauge the learning

E – Extended activities

The four pillars of our lesson plan are –

- 3.1 Learning Objectives
- 3.2 Content
- 3.3 Pedagogy
- 3.4 Assessment

4. Learner: Students who demonstrate certain skills habitually succeed more often. It is a desire of the school/college to develop the following attributes in learners so as to inspire them a love learning, be inquisitive and develop scientific temper.

5. Learning skills:

- 5.1 Thinking skills – critical thinking, creative thinking, reflective and metacognitive skills, using skills and knowledge in multiple contexts.
- 5.2 Social skills – positive interpersonal relationship, collaborative skills, manage setbacks, supports peers, self-control, develop socio-emotional intelligence.
- 5.3 Communication skills- exchanging information skills (listening, speaking, interpreting), literacy skills (reading, writing), ICT skills
- 5.4 Self-management skills – organization skills (manage time and task), state of mind (mindfulness, perseverance, emotional management, self-motivation, Resilience)

5.5 Research Skills-Information-literacyskills (formulating and planning,data gathering and recording, synthesizing and interpreting, evaluating and communicating)

6. **Reflective learning:** reflective learners are effective in managing their work, they understand themselves as learners. They apply their understanding in real life. They think creatively and critically. They learn from mistake and see the learning opportunities in each failure. They are emotionally resilient and care about learning of others.
7. **Transdisciplinary approach to learning:**applying concepts learnt in one subject while learning other subjects is a key aspects of effective learning. Learners must apply concepts learnt in one chapter while learning another also apply concepts learnt through shared framework for understanding, communication and action.
8. **Collaboration:** students need to learn to work effectively in a team and become leaders through the process. They must productively work towards a shared goal by actively and responsibly taking part in all the activities designed for their learning. Effective collaborators become effective leaders.
9. **Usage of ICT in the classroom**

Subject offered at CBSE School –

- 1) Languages – English, Kannada, Hindi and Sanskrit
- 2) Mathematics (Basic and Standard levels), Vedic Mathematics
- 3) Science (Physics, Chemistry, Environmental Studies and Biology)
- 4) Social Studies (History, Civics, Geography and Economics)
- 5) ICT
- 6) Physical and Mental fitness (Yoga, Karate, Gym, Scouts & Guides, NCC and NSS)
- 7) Olympiad and foundation courses (English, Mathematics, Physics, Chemistry, Biology, Logical reasoning, mental ability, cyber and general knowledge)
- 8) Value and Moral Education
- 9) Health and Hygiene
- 10)Subsidiary subjects (Indian Constitution and Consumer rights, Legal aptitude, Parliamentary Process, Accounting / Finance / Banking, Renewable Energy, International Polity & Diplomacy)

- 11) Special training to students on Sunday –(MUN (Model United Nations) Digital Marketing / Blog Writing, Social Media Management, 3D Printing / Modelling, Young Scientist Program, You tubing, Adventure games)
- 12) Value added Education (First aid, Fire safety, Public speaking, Health & Hygiene, Spoken English, Life Skills, Current affairs, Moral / Value Education)
- 13) Technology Education (Artificial Intelligence/Robotics, Ethical Hacking & Cyber Security, Big data / Hadoop, Space Studies, Cloud Computing, Machine Learning, Internet of things)
- 14) Co-scholastic (Physical Education and Training, Library, Computer Science, Music, Dance, Art)
- 15) Exams preparations (ASSET, PISA, IIT /NEET Foundations, NTSE / MTSE, Olympiads, Spell BEE, CPT / CLAT foundations)

Teaching Learning strategies:

- Provision of an interdisciplinary curriculum
- Inquiry-based learning
- Discussion and questioning
- Interactive teaching
- Brainstorming
- Reflection of teaching and learning
- Providing encouragement, positive reinforcement and praise
- Intervening, whenever needed, in the learning process in order to encourage development
- Providing all children with opportunities for success using a range of communication strategies - verbal and non-verbal
- Problem-based teaching
- Case study discussions
- Experiential learning and Research based learning

Teaching Pedagogy: Experienced and well trained faculty, follow a proven pedagogy in facilitating learning. School understands the importance of continuous learning and continuous evaluation. The school follows “learn by doing” methodology and thus the classes are activity based. The school calendar is split into teaching weeks and

consolidation weeks. During consolidation weeks, the teacher follows a unique, customized, precise revision plan designed to cater to varied needs of each child. End of day preparatory classes make sure that the learning is an everyday affair and the child does not carry the doubts of the day to the next day. The slow learners will be given adequate attention to ease their learning process during these classes. The school has also built a robust curriculum around NCERT prescribed syllabus with variety of activities and experiments. Assignments are activity based or Project Based.

Assessment: Assessment, Recording and reporting is done as per the assessment policy. The details of the tests conducted are as follows-

- 1) Weekly test
- 2) Unit Test
- 3) Mid-Term Examination
- 4) Pre-final Examination
- 5) Annual Examination (conducted for 80 marks)
- 6) Internal Assessment: IAs are set according to subject and guidelines provided by the education board and count towards the final score. The different weights for IAs in each subject are as follows;
 - 5 marks – subject enrichment
 - 5 marks – Maintenance of Notebooks
 - 5 marks – portfolio
 - 5 marks – average of the best two performances at the periodic test scaled to 5 marks
 - Internal assessments requirements are completed by the students before the due dates set by the school.
 - A subject teacher marks the internal assessment work scrutinised further by the head of the department. The final approval of the marks will be given by the principal. This is final and binding by all.

7) **Assessment guidelines:**

Reporting method: All reports are generated and declared through the ERP of the school. The class teacher/subject teacher will maintain the marks information in their grade book.

No ranking: student results are determined by performance against set standards, not by each student's position in the overall rank order.

Summative reports: the gradebook shall be issued twice a year. Once after the midterm and after the annual examination. The digital copies of all other tests reports are available for downloading on ERP.

Parameters of reporting: The report will be a subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed.

Report card is generated after each of these tests and send to the parents online or offline as per the above guidelines. Report card in case of 10th grade annual examination will be sent to parents as and when CBSE board makes it available to the school.

IIT-JEE Foundation and Olympiad course

- The motive of the program is to endow clarity in concepts & learn to solve problems. The objectives of the program are as follows-
 - A strong foundation for the board syllabus.
 - Additional inputs in core subjects
 - Provide complete support for exams like NTSE, Olympiad along with regular studies.
 - Enhance skills like observation, comprehension, analytical and mathematical reasoning.
 - Inculcate analytical thinking and problem-solving skills.
 - Performance Driven Academics
 - Methodology: Teaching is, logic and analytics-driven.
 - Positive Academic Environment: motivated student group, Pioneer teachers support, vibrant academic environment.
 - Course content: content is specific, understandable and rich in concept and application.
 - Added Learning Support: Beyond class room teaching, we aim to provide training to the following: productive study techniques, Problem elucidating methods, emotional intelligence abilities, and stress & time management skills.

Subject offered at Cambridge Assessment International Education School –

- 1) Languages –English as a Second Language, Kannada, Hindi and French
- 2) Mathematics (Core, Extended and Additional levels), Vedic Mathematics
- 3) Science (Physics, Chemistry and Biology)
- 4) ICT
- 5) Physical and Mental fitness (Yoga, Karate, Gym, Scouts & Guides, NCC and NSS)
- 6) Value and Moral Education
- 7) Subsidiary subjects (Indian Constitution and Consumer rights, Legal aptitude, Parliamentary Process, Accounting / Finance / Banking, Renewable Energy, International Polity & Diplomacy)
- 8) Special training to students on Sunday –(MUN (Model United Nations) Digital Marketing / Blog Writing, Social Media Management, 3D Printing / Modelling, Young Scientist Program, You tubing, Adventure games)
- 9) Value added Education (First aid, Fire safety, Public speaking, Health & Hygiene, Spoken English, Life Skills, Current affairs, Moral / Value Education)
- 10) Technology Education (Artificial Intelligence/Robotics, Ethical Hacking & Cyber Security, Big data / Hadoop, Space Studies, Cloud Computing, Machine Learning, Internet of things)
- 11) Co-scholastic (Physical Education and Training, Library, Music, Dance and Art)
- 12) Exams preparations (ASSET, PISA, Spell BEE, SAT)

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- Problem-based teaching
- Case study discussions
- Experiential learning and Research based learning

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Assessment: Assessment, Recording and reporting is done as per the assessment policy. The details of the tests conducted are as follows-

- 1) Weekly test
- 2) Unit Test
- 3) Mid-Term Examination
- 4) Pre-final Examination
- 5) Annual Examination(IGCSE)
 - a. Language examinations consist of three papers – Reading and Writing, Speaking skill assessment and listening skill assessment.
 - b. Mathematics (without course work) examination consists of two papers
 - c. Science examinations consist of three papers – Multiple choice, theory (core and extended), alternative to practical
 - d. ICT examination consists of three papers – Theory, Practical 1 and Practical 2
- 6) Check point Examination
 - a. Language (Only English as a Second Language) examinations consist of two papers – Reading and Writing, listening skill assessment.
 - b. Mathematics (without course work) examination consists of two papers
 - c. Science examinations consist of two papers
- 7) **Assessment guidelines:**

Reporting method: All reports are generated and declared through the ERP of the school. The class teacher/subject teacher will maintain the marks information in their grade book.

No ranking: student results are determined by performance against set standards, not by each student's position in the overall rank order.

Summative reports: the gradebook shall be issued twice a year. Once after the midterm and after the annual examination. The digital copies of all other tests reports are available for downloading on ERP.

Parameters of reporting: The report will be a subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed.

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Subject offered at Pre University College –

- 1) Combination 1 (PCMB)
 - a. Physics
 - b. Chemistry
 - c. Mathematics
 - d. Biology
 - e. English
 - f. One of the languages among Kannada/Hindi/Sanskrit
- 2) Combination 2 (PCMCs)
 - a. Physics
 - b. Chemistry
 - c. Mathematics
 - d. Computer Science
 - e. English
 - f. One of the languages among Kannada/Hindi/Sanskrit
- 3) Combination 3 (CEBA)
 - a. Computer Science
 - b. Economics
 - c. Business Studies
 - d. Accountancy
 - e. English
 - f. One of the languages among Kannada/Hindi/Sanskrit

The college offers training to the following examinations

- 1) IIT-JEE (Joint entrance Examination Mains and Advance)
- 2) NEET (National Eligibility Entrance Test)
- 3) K-CET (Karnataka - Common Entrance Test)
- 4) KVPY (Kishore Vignanic Protsahan Yojana)
- 5) Foundation CA (Chartered Accountant)
- 6) CLAT (Common Law Admission Test)

Teaching pedagogy

Students facing some of the competitive exams are up against stiff competition. The students who attend competitive exams along with board exams are expected to excel in board exams (With languages) and also do well in competitive exams. Some of the competitive exams also consider the marks scored by a student in board exams for awarding ranks.

The challenges faced by every student who attempts competitive exams are as follows-

- a) Deep understanding of the subject (sometimes beyond the syllabus)
- b) The art of answering an entrance exam.

Competitive Exam is to:

- a. Practice time management
- b. learn the art of taking calculated risk
- c. develop creative thinking
- d. develop competitive spirit
- e. have concentration as and when required
- f. develop leadership quality

In order to meet these challenges the college offers a unique pedagogy.

To succeed at competitive exams a student needs the following things

1. Continuous learning
2. Continuous evaluation

This must be supported by continuous counselling. College offers one of the best pedagogy to prepare for entrance and board exams simultaneously. The syllabus for every entrance exam is the contents in both I PUC and II PUC.

The following are the features of the PUC programme;

Two track system: Child undergoes two levels of teaching each week. PUC Board lessons first, then the competitive exam lessons on the same topic. Each concept shall have multiple types of objective questions like single correct answer, multiple correct answers, integer type, assertion and reasoning, match both sides etc. A test at the end of each week helps in understanding the gaps in learning and teaching. Accordingly, allocation of remedial

classes for the students who are in need of additional help and excellence classes for those who can be pushed to the next level are arranged.

Lesson Plan: To facilitate this process a detailed micro-schedule (lesson plan) shall be designed which helps to know the details of subtopic being covered on a particular day. Every week a child undergoes two types of examinations, a subjective and an objective type.

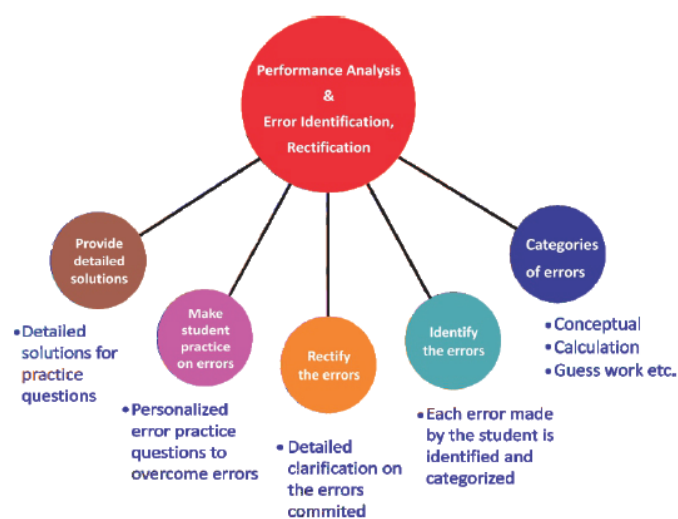
A comprehensive schedule of chapters and its teaching to be made available to every student in the beginning of the year. Every question in a test is linked to their subtopics describes in this schedule. It has the following effects -

1. Doubt clarification is made easy.
2. Identification of errors committed by the students at each sub topic level.

Performance analysis: The thirteen set of analysis that are conducted each week after an objective test helps in understanding and correcting child's mistakes efficiently.

Different analysis include-

- a. **Competency Analytics:** How strong am I in conceptual knowledge and application? How Prepared am I to face any competitive exam?
- b. **Comparative Analytics:** How am I when compared to my nationwide competition? Is my Answering pattern aligned to my goal?
- c. **Behavioural Analytics:** Am I losing marks due to negative marking?
- d. **Time Management:** How best am I managing my time during the exam?
- e. **Distractor Analytics:** How do I uncover my error traps and get better?
- f. **Exam Strategy:** How do I improve and reach my goal?



Assessment: Assessment, Recording and reporting is done as per the assessment policy. The details of the tests conducted are as follows-

- 1) Weekly objective test (JEE/NEET/KVPY/K-CET pattern)
- 2) Monthly subjective test
- 3) Unit Test
- 4) Mid-Term Examination
- 5) Pre-final Examination
- 6) Annual Examination (PUC)
 - a. Language examinations consist of one paper for 100 marks.
 - b. Mathematics examination consists of one paper for 100 marks
 - c. Science examinations (physics, chemistry, Biology and Computer Science) consist of two papers – Theory – 70 Marks, Practical – 30 Marks

7) **Assessment guidelines:**

Reporting method: All reports are generated and declared through the ERP of the college. The subject lecturer will maintain the marks information in their grade book. Objective test results are announced a day after the test is conducted through ERP/SMS.

Ranking: student results are determined by performance against set standards.

Summative reports: the gradebook shall be issued twice a year. Once after the midterm and after the annual examination. The digital copies of all other tests reports are available for downloading on ERP.

Parameters of reporting: The report will be a subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed.

Report card is generated after each of these tests and send to the parents online or offline as per the above guidelines. Report card in case of I PUC and II PUC annual examination will be sent to parents as and when PUC board makes it available to the College.

The school/college academic council (learning support department)

- Director
- Dean
- Principal
- Vice Principal – Primary School
- Vice Principal – Secondary School
- Head of CAIE Examinations

- Co-ordinator of CAIE School
- Co-ordinator of Kinder Garten
- Comptroller of Examination CBSE
- Head of PUC
- Student counsellor
- Career counsellor
- PRO
- Admin (Communications/Security/Warden/School Office Admin)
- Wellness Officer
- Head of the Department – PE
- Activity co-ordinator
- Assembly co-ordinator

This policy will be reviewed as per review policy.

Slow achievers Remedial class report

Name of the child	
Class	
Section	
Subject	
Name of the teacher	
Department	

Kind of weakness				
Objectives				
Features of weakness				
Proposed remedial program				
Date	Action	Expected Outcome	Actual outcome	Remark /suggestions of the principal

ASSESSMENT OBJECTIVE

Subject : Mathematics

Assessment Objectives		Weighting	
		Standard	Basic
AO1	<p>Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions 	40%	50%
AO2	<p>Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • make deductions, inferences and draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information <p>Where problems require candidates to ‘use and apply standard techniques’ or to independently ‘solve problems’ a proportion of those marks should be attributed to the corresponding Assessment Objective</p>	30%	25%
AO3	<p>Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained • evaluate solutions to identify how they may have been affected by assumptions made <p>Where problems require candidates to ‘use and apply standard techniques’ or to ‘reason, interpret and communicate mathematically’ a proportion of those marks should be attributed to the corresponding Assessment Objective.</p>	30%	25%

Chapter wise Assessment Objectives																																								
Sl. No	Chapter Name	Weightage of the chapter	Standard															Basics																						
			AO - 1 (Specify %)					AO - 2 (Specify %)					AO - 3 (Specify %)					AO - 1 (Specify %)			AO - 2 (Specify %)			AO - 3 (Specify %)																
			1m	2m	3m	4m	5m	1m	2m	3m	4m	5m	1m	2m	3m	4m	5m	1m	2m	3m	4m	5m	1m	2m	3m	4m	5m													
I - Semester																																								
1																																								
2																																								
3																																								
4																																								
5																																								
6																																								
7																																								
8																																								
II - Semester																																								
1																																								
2																																								
3																																								
4																																								
5																																								

Types of Exam & Weightage

Sl. No	Type of Exam (Periodic/Term)	Weightage
1	Written Exam	40%
2	Oral Exam (Only Objectives -like MCQ, Fill in the Blanks, Assertion and Reasoning, Creative Thinking etc.	25%
3	Project	15%
4	Internship	10%
5	Attendance & other Aspects	10%
	Total	100%

Other aspects

1. Attendance
2. Behaviour with Peers
3. Behaviour with Staff
4. Cultural Activities
5. Maintenance of Records
6. Social Initiatives
7. Sports Activities
8. Literary Activities

Promotion Policy	
1	85% School Attendance
2	85% attendance of all weekly test
3	100% attendance in all periodic tests/exams
4	compulsory attendance in term exams
5	35% overall weightage
Note:	
1	No Ranks
2	Progress card shall be holistic & compare a child's performance with itself
3	Grade book to specify strength weakness & remedies.
4	In case the child is not in a position to attend the exam under circumstances like - hospitalization/sudden death in the family/national sports and competitions etc. the school shall allow a compartment exam in various formats solely in the discretion of the school.

Scheme of Evaluation per Assessment Objective				
Examples under AO1 (1 Mark, 2 Marks, 3 Marks, 4 Marks, 5 Marks)				
Sl. No	Question & Answer (Step wise marks distribution)	Marks	Learning Objective	Assessment Objective
1				
2				
3				
4				
5				
Examples under AO2 (1 Mark, 2 Marks, 3 Marks, 4 Marks, 5 Marks)				
Sl. No	Question & Answer (Step wise marks distribution)	Marks	Learning Objective	Assessment Objective

1				
2				
3				
4				
5				

Examples under AO3 (1 Mark, 2 Marks, 3 Marks, 4 Marks, 5 Marks)

Sl. No	Question & Answer (Step wise marks distribution)	Marks	Learning Objective	Assessment Objective
1				
2				
3				
4				
5				

Question paper format

**School Name : Smt. Parvathamma Shamanur Shivashankarappa
English Medium Residential School**

Title of the Exam (Periodic/Term Exam)

Maximum Marks

Date

Exam Instruction

Duration

Question Number	Question	Marks	LO	AO
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Lesson Plan - Teacher's Copy

This book contains

- A) School's Vision, Mission, core values and objectives
- B) Objectives of the NCERT
- C) Objectives of the CBSE
- D) Objectives of the Subject described by NCERT
- E) Instructional and learning objectives as per revised bloom's taxonomy
- F) Blue Print
- G) Whole year Micro Schedule
- H) Text content
- I) Lesson Plan
- J) ATTL
- K) Method Adopted to teach
- L) Activities to cater to multiple intelligence
- M) Notes of Lesson
- N) Formative assessments
- O) Threshold concepts
- P) Inter disciplinary learning
- Q) Worksheet
- R) Differentiation plans
- S) Art Integration
- T) Feedback of the Teacher about the Class
- U) Home learning Activities prescribed
- V) Suggestions to Asynchronous learning
- W) Rubrics
- X) Assessment objectives and examples of solutions of various questions under each assessment objective.

Name of the Teacher	
Name of the Subject	
Class	

Lesson & Topic* :		Date :
Number of Students Present :	Number of Students Absent :	
Names of the Students Absent :		
Recapitulation of concepts of the previous class*		
Learning objectives of the current class* (Define objectives using reformed bloom's taxonomy)		
Vocabulary, terminology and phrases*		

Planned phases of the class*	Duration* (in min)	Details*	Teaching aid /resources/Activity supporting the learning outcomes of the session***
Introduction* Lesson Activity -1			

<p>Details of the class*</p> <p>Lesson Activity - 2</p> <p>(What is it that a student needs to learn/know in order to demonstrate the set of this session's learning outcome?)</p>			
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<p>End of the Class*</p> <p>Lesson Activity – 3</p> <p>(Formative Assessment)</p>			
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Notes of Lesson of the current session* :

Worksheets*

Describe activities to

challenge more abled learners*	
Describe activities to support slow learners of the current class*	
ICT Links*	
Art & Craft Activity supporting learning of the current concept*	
Music/Dance or theatre/ role play Activity supporting learning of the current concept*	
Additional reading resource in the library or eBooks*	
End of the class Quiz* (Check the learning)	
Reflection	
Were the lesson objectives realistic and realized?	
Was there a need to make changes to the plan? If so, describe why?	
What was the Learning atmosphere Like?	
Did the Planned differentiation work well?	
What went really well?	

What could have improved the lesson?	
Any occurrence	
Starter for the Next Lesson (Next Session)	

Home learning Activity* :

(Arts, Projects, Data analysis, Podcast, Article, Blog, Cartoons, Lyrics, email writing, letter writing, Video creation, Social initiatives, Sports initiatives, Seminars, PPT, Webinar, Peer discussion and reporting, Coding, Quiz, Problem based learning, Games, Case study, Portfolio, Slide Share, Survey, etc.)

Other Methods prescribed for learning at leisure*(Asynchronous Learning):

** Art & craft – clay modelling, Charts, 3D Animations, 3D Printing, Robotics, etc.*

Some of the suggested activities are –

- Class Room Discussion, debate
- Brainstorming
- Demonstration and guided practice
- Games
- Their point of view after seeing a video clip
- The feelings they express after they read news / event / information
- Effort to find solutions for day to day problems
- Role play
- Involving in the arrangements for organizing school functions
- Coordinating / participating in school functions
- Involvement and enthusiasm shown in morning assembly activities
- Coming forward to participate in competitions
- Being supportive to teachers in doing experiments and in operating OHP / LCD or using ICT
- Club activities
- Interaction with people in the market place

- Behaviour observed at the bus stand / during bus travel
- Students' feelings during games
- The capacity to treat both success and failure alike
- Daily interaction with fellow students
- Rapport with fellow students, common public and teachers
- The ability to communicate on different occasions
- Competitions / Acting in dramas and giving solo performances in which individual talents can be demonstrated
- Classroom management, decoration, cleaning activities
- Activities revealing aesthetic sense. (Map, Science Record, Geometry, Drawing, Tailoring)
- Preparing projects / Presentation of project work , Mind Maps, Student's behaviour during crisis situation

The other documents part of this policy are as follows;

- Blue print
- Gradebook
- Co-curricular classes planner
- Club activities planner
- Assembly planner
- Microschedule
- PE lesson plans
- Co-scholastic lesson plans
- Slow achievers remedial report
- Subject wise Slow achiever identification parameters
- Note book correction register
- PTM record
- Daily work profarma- academics
- Subject teacher mapping
- Performance analysis
- Marks registers
- Result registers
- Time table
- No of classes
- School calendar
- Class observation reports