

CONTENT

| S. NO. | PARTICULARS | PAGE NO. |
|--------|--|----------|
| 1 | HOUSE SYSTEMS | 4 |
| 2 | Name of Clubs / Committee/ House -TAF LINE/ VISSION/ MISSION/LOGO: | 5 - 9 |
| 3 | I A. Examination /PTM’S/PTM CULMINATION EVENTS/SAMC’S Schedule/Annual Day..... (Annual Events/Quaterly Events) | 10 -11 |
| 4 | I B. Examination /PTM’S/SAMC’S Schedule/Annual Day.....(Annual Events/Quaterly Events) | 14 |
| 5 | II. Inter –House Activities | 15 |
| 6 | III. Assembly Schedule (Monthly) | 16 - 22 |
| 7 | IV. Club Activities/ Social Cause Activities/Community Activities/Peace Club/SOHA(Monthly) | 23 – 24 |
| 8 | SDG PLANNER | 25 – 26 |
| 9 | FOOTBALL PLANNER | 27 |
| 10 | CRICKET PLANNER | 28 |
| 11 | V. National / International - Activities/ Competitions: | 29 |
| 12 | VI. OUTREACH PROGRAMME | 30 |
| 13 | HOLISTIC GROWTH PLANNER” | 35 – 37 |
| 14 | The Daily Planner for the Month for the given theme/topic | 49 - 152 |
| 15 | Subject Enrichment | 153 -154 |

ACADEMIC PLANNER-2024- 2025

The basic outline for the Academic Planner may include the following

- a) Activities of examination department-The tentative schedule for formative & summative Assessments.
- b) Activities/Competitions of School Houses/Inter Class/Intra Class(Academics/Sports/Cultural/Investiture Ceremony).
- c) Activities for Clubs.
- d) Activities for National/International days/festivals.
- e) Students Personality Grooming Initiatives/Spoken English Programs /Assembly Time special activities.
- f) Teacher's Empowerment Schedule.
- g) Experiential Learning/Art Integrated Initiatives.
- h) Community Service Initiatives/Ecology friendly initiatives/Social cause/Life skills/Value based activities.
- i) Annual Function/Sports Day/Fates/Alumina Meets.
- j) Career Counselling Fair/Motivational Lectures/Experience Sharing sessions.
- k) Inter School/Sahodhaya Competitions/District/CBSE/National level Competitions.
- l) Exhibitions/Computer Hackathons/Robotics models/Make & Learn
- m) SAMC's &PTM's (Quarterly).
- n) Any other school Initiative.
- o) **Spell Bee, NTSE, KVPY, MUN (Model United Nation), British Council certification, Youth Parliament, Electoral process model (MunicipalCorporation to Parliament).**

Activities to be planned –‘Beyond the Books’ Approach to be adopted.

- **Morning Assemblies.**
- **House System**
- **Clubs & Councils**
- **School Cabinet**
- **Workshops,Seminars &Webinars**
- **Trips & Excursions**

Awareness in term of the Curriculum

PRE PRIMARY CURRICULUM

- Learning is made interesting, fun and activity oriented at this level.
- For Young children, opportunities are available to observe, handle a variety of natural and man-made material and hone their inherent virtue of questioning and sharing.
- Students are encouraged to participate in class activities as singing, drawing and coloring, writing, group games, clay modeling, puzzles and reciting.

- Poems and stories are dramatized using expressive actions.
- Focus is on laying foundation for literacy, numeracy & comprehensibility skills and on reinforcing an innate sense of discovery in everything that is taught.
- Nature walks and regular educational tours to the Zoos, Museums and Game Parks develop a sense of openness towards the world

PRIMARY CURRICULUM

- A thematic approach is designed to stimulate the children through various inter-active sessions and activities
- An extensive use of teaching aids to supplement classroom teaching
- Project works in class calls for mass participation. An equal emphasis is laid on developing a strong sense of individuality
- Field trips and excursions make learning fun
- Use of the newspaper articles, quizzes, crosswords and other learning tools enhance general awareness

MIDDLE CURRICULUM

- The emphasis is laid on building up the structured, student-centered and enquiry-based foundation laid at the Primary level.
- The curriculum is research oriented and learning opportunities are provided through worksheets in the classroom, laboratory time, library time, computer time and small group discussion time.
- Personality development is stressed through development of academic knowledge, the ability of question, sensory experiences and a honing of creative expressions.
- Emphasis is made on group work including story time, lecture demonstrations, large group discussions, conceptual explanations and group goal setting.

SENIOR SECONDARY CURRICULUM

- The emphasis is laid not merely on information, but also on the learning of academic and practical skills.
- The specialized program for this level strives to achieve balance between academic excellence and the life outside the realms of scholastic aptitudes.
- An equal stress is laid on preparing students for the prescribed CBSE syllabus and on preparing the students for the various competitive entrance examinations
- Result oriented training is imparted by experienced professionals who target for total development and desired success
- The concept of Synchronic-Study has been introduced to reduce stress levels of students. A synchronized study pattern is maintained between the course content of the board examinations and that of the competitive entrance examinations



- Students have complete access to the various laboratories and library resources, specially designed for the study and research requirements of the senior level students


- **HOUSE SYSTEMS**

School fosters the learners with the values of team spirit, peer group support, leadership, responsibility, decision-making, commitment, group loyalty, fraternity, public speaking, intellectual empowerment, self-development, healthy rivalry and competitiveness through the House System consisting of four houses named after famous Indian Scientists/Indian rivers, ranges or peaks/Indian Eminent Personalities/Values or Character Building/ to honor them and to inspire learners to learn from them.

Name of Clubs / Committee/ House -TAF LINE/ VISSION/ MISSION/LOGO:

| S. No | Name of the House | Motto | Taglines | Name Of the House-in-Charge | Name of the House Captain | Remarks |
|-------|----------------------|--|--|-----------------------------|-------------------------------|---|
| 1 | Bhardwaj (Blue) | Unity in Knowledge strength in diversity our house our pride | Building a Future of Brilliance." | Bhagwati Lal Teli | To Be Declared After Election | Election will be held in April- May before the commencement of summer break |
| 2 | Vishwamitra (Yellow) | Unleashing potential and achieving greatness together | Elevate Together, Achieve Greatness | Pratibha Nogama | To Be Declared After Election | |
| 3 | Vashishtha (Red) | Fostering Excellence building bonds a foundation for success | A Foundation for Success." | Vinod Lohar | To Be Declared After Election | |
| 4 | Gautam (Green) | Building unity igniting excellence | Ignite the Flame of Excellence, | Ghanshyam vyas | To Be Declared After Election | |

| <u>S.No</u> | Name of Clubs / Committee/ House | House Incharge | Name of Staff Members | Name of Students Council Members | House Logo | House Tag Line | House Vision | House Mission |
|--------------------|---|---------------------------|------------------------------|---|---|---|--|--|
| | Library Committee | Ms. Sonali Jain | | | | “Unlocking Knowledge, Igniting Minds.” | To nurture a love for reading and knowledge - sharing. | To fostering a culture of literacy, curiosity and lifelong learning among students. |
| | Cultural Committee | Ms. Indubala Rawal | | | | “A Commitment to SDG Harmony” | Fostering Cultural Understanding for Sustainable Development. | To raise awareness about global issues, celebrate cultural diversity and inspire action towards achieving the SDGs. |
| | Houses : | | | | | | | |
| | Bhardwaj House | Mr. Rakesh Panchal | | |  | Building a Future of Brilliance." | To promote a united and cooperative environment where diverse perspectives contribute to a collective pool of knowledge. | Fostering inclusivity, encouraging collaboration and recognizing the strength that comes from embracing diverse ideas, backgrounds and experiences. |
| | Gautam House | Mr. Ghanshyam Vyas | | |  | Elevate Together, Achieve Greatness | To create a harmonious and collaborative environment where individuals come together to build unity, working towards a common goal of excellence. | To inspire and empower individuals to contribute their unique strength, fostering a sense of unity and fueling a collective pursuit of excellence in all endeavors. |

| | | | | | | | | |
|--|-----------------------------|------------------------------|-----------------------------|-----------------------------------|--|---|--|--|
| | Vashishtha House | Mr. Vinod Ku. Lohar | | |  | A Foundation for Success." | Nurturing individual excellence simultaneously fostering strong connections and relationships. | Creating an environment that supports and encourages personal growth, collaboration and establishment of a solid foundation for achieving success in various endeavors. |
| | Vishwamitra House | Ms. Pratibha Nogama | | |  | Ignite the Flame of Excellence, | Foster a collaborative environment where individuals can realize their full capabilities. | Involve empowering and supporting each other to reach collective greatness through shared efforts, growth and collaboration. |
| | Assembly Committee | Mr. Naveen Ku. Vyas | Ms. Shobha Jain | As per House on Duty. | As per house on duty | "Inspiring Unity, Fostering Community." | Creating Connections, Cultivating Spirit. | To creating vibrant and inclusive gatherings that foster a sense of belonging, pride and community. |
| | Sports Committee | Ms. Pratibha Nogama | New Physical Teacher | Sports Head Boy/ Head Girl | | "Where Every Athlete Finds Their Victory." | To inspire a culture of athleticism, teamwork and sportsmanship, where every member discovers their passion and potential in the pursuit of excellence. | To provide opportunities for physical fitness, skill development and fostering resilience, leadership and lifelong friendships through the joy of sports. |
| | Discipline Committee | Mr. Om Prakash Suthar | Mr. Naveen Vyas | Student Council | | SDG values initiated in every assembly. | | |
| | SDG Club | Mr. Tarun Ku. Trivedi | Ms. Sarika Jain | SDG Class Representatives | | "Empowering | To cultivate a generation of | To inspire students to take meaningful action |

| | | | | | | | | |
|--|----------------------|------------------------|----------------------|--|--|--|---|--|
| | | | | | | tomorrow's leaders for a Sustainable World." | proactive global citizens within our school community | by initiating projects and collaborating with stakeholders to address local and global sustainability challenges. |
| | Eco Club | Ms. Neeta Purohit | Ms. Achala Bohra | | | "Nurturing Nature, Sustaining Tomorrow." | To cultivate a community committed to environmental stewardship and ensuring a greener and healthier future for all. | To raise awareness, inspire action and foster a culture of environmental responsibility through hands – on initiatives. |
| | Theatrical Committee | Mr. Rajendra Parihar | Ms. Pooja Suthar | | | "Unleashing Creativity, Illuminating Stories." | To be catalyst for artistic expression and storytelling excellence, captivating audiences with every performance. | We strive to create unforgettable theatrical experiences, celebrating diversity, inspiring imagination and fostering collaboration among performers and audiences. |
| | Alumina Club | Mr Janak Kumar Pandya | Ms. Jaya/ Ms. Shweta | | | NA | NA | NA |
| | Art & Craft Club | Mr. Ram Chandra Sharma | Ms. Veena Jain | | | "Crafting Dreams, Painting Realities." | To ignite passion for creativity, empower artistic expression and transform ordinary materials into extraordinary masterpieces. | Our mission is to provide a nurturing environment where members explore diverse artistic mediums, unleash their unique perspectives through the creation of art. |
| | Literary | Ms. Nisha | Ms. | | | "Ink the | To ignite a | To foster a vibrant |

| | | | | | | | | |
|--|---------------------|-------------------|-------------------------------------|--|--|---|--|---|
| | Club | Jain | Varsha Arora/Ms. Neetu Rawal | | | world with Words.” | passion for literature, cultivate critical thinking and empower voices through the power of storytelling and written expression. | literary community, where members explore diverse literary genres, engage in thought-provoking discussions and hone their craft as writers and readers. |
| | Robotic Club | | | | | | | |
| | Chess Club | Mr. Rajesh | New PTI | | | “ Checkmates and Beyond: Nurturing Strategic Minds.” | To be a hub of strategic thinking, intellectual growth and camaraderie, where every move shapes character and champions are born. | To promote the timeless game of chess, offering opportunities for skilldevelopment, critical thinking and friendly competition, while fostering a supportive community of chess enthusiasts. |

Every child is allotted a House on the day of admission to the school, to which the child contributes his/her best to uphold the motto of respective house. Through the daily contact time of morning roll call and a 45 minute House Meeting per fortnight/monthly, House Mentors and prefects are able to monitor learner's progress and cultivate positive relationships. It instills a closer rapport between learners & mentors and provides learners with ample opportunities to exhibit their talent and learn new skills.

The Houses compete in different sporting, cultural and academic competitions and provide an excellent platform to synergize learners of different classes and ages where they and their houses are rewarded points on their excellence and performance level. These activities run in conjunction with different departments in the school enabling learners to demonstrate their prowess in Poetry, Drama, Dance, Classics, Maths, Science, Art and Craft, Sports, Music, Debating and Literature.

Champion House Trophy is awarded to the House with the highest point total on the Grand Annual Day of the School. There is a wonderful sense of camaraderie generated throughout the school with the house system.

I A. Examination /PTM'S/PTM CULMINATION EVENTS/SAMC'S Schedule/Annual Day.....(Annual Events/Quarterly Events)

| S.No | Month | Details of Examination & Result Declaration | Class | Type of FA/SA | Marks | Duration | Remarks |
|------|-----------|---|----------------------------------|--------------------------|----------------------|--|---|
| | | Examinations Details | | | | | |
| 1. | July | Periodical Test - I | Nur to VIII IX, X & XII | FA 1 | 20 40 | 1 Hour 1: 30Hour | School Level |
| 2. | September | Term I(HY for Nur to X,XII) Quarterly for XI | Nur to V VI to XII | SA 1 | 60+20(O) 80 | 2:00 Hours 3 Hours | Central Exam |
| 3. | December | Periodical Test - II Half Yearly Pre Board I | Nur to VIII, IX XI X & XII | FA2 HY PRE BOARD 1 | 20,40 80 80 | 1 Hour,1: 30Hour 3 Hours 3 Hours | Central Exam Central Exam |
| 4. | January | Pre Board II | X & XII | Pre Board II | 80 | 3 Hours | School Level |
| 5. | February | Term II | VIII, IX & XI | SA 2 | 80 | 3 Hours | Central Exam |
| 6. | March | Term II | Nur to V VI & VII | SA 2 | 60+20(O) 60+20(O) | 2 Hours 3 Hours | Oral Exam will be taken in regular classes. |
| | | PTM's dates cum PTM Culmination Events | | | | | |
| 7. | June | 29/06/2024 | All Classes | NA | NA | NA | Project Work of students will be showcased. Orientation program for senior wing. Suggestion box will be kept. Orientation of parents by primary staff/ Chrysalis will be given. |
| 8. | September | 28/09/2024 | VI to XII | NA | NA | NA | |
| 9. | January | 06/01/2025 | Nursery to V | NA | NA | NA | |
| 10. | March | 29/03/2025 | Nursery to VII | NA | NA | NA | |
| 9. | | School Scholarship Examination | | | | | |
| 10. | | National Scholarship Examination (NSE, NTSE,KVPY exams, etc....) | X & XII | NTSE | 100 | 3Hours | As Per Govt. Calendar |
| 11. | | Olympiads Examination (Staff & Students) | I to XII | SOF | 50 | 1 Hour | November/December As per SOF calendar |

| | | | | | | | |
|-----|--|--|---|--|--|--|--|
| 12. | | All subjects | We will pick up the best Olympiads too apart from SOF for all the subjects. | | | | |
| | | | | | | | |
| | | Annual Day | | | | | |
| 13. | | Annual Day(Pre-primary wing) 18/10/24 | To be clubbed with Chrysalis Day. Theme Based. | | | | |
| 14. | | Annual Day(Primary wing)18/10/24 | Planned for Classes Nursery to V. | | | | |
| 15. | | | | | | | |
| | | | | | | | |
| 16. | | | | | | | |
| 17. | | Graduation Day(Pre-Primary P3)25/03/2025 | Nur. To II | | | | |
| 18. | | Declaration of Final Result- 11/03/2025 | VIII,IX & XI | Parent Orientation at the onset of New Session | | | |
| 19. | | Declaration of Final Result- 27/03/2025 | III to VII | | | | |
| 20. | | Declaration of Final Result- Entire School | | | | | |

Central Exam tentative planner:

- 6TH TO 12TH Class – Half year exam- 15th Sept onward for every Academic Session.**
 Quality assurance and standardization -6th to 8th
 Circular to staff **15th sept minus 90 days = 15th June- “Before the onset of Summer Vacations.”**
 Summer vacations to be used for framing the Question Papers for Half Yearly Central Exam.
 The Coordinating meeting by Nodal In charges need to be done **before May 24.**
The syllabus, Blueprint and Marking Schemes stepwise by Nodal In charges need to be finalized before Summer Vacations.
 Question papers to be submitted by staff before **1st Aug to School Exam deptt**for onward **Submission by 15th Aug.**
First meeting – April First week To discuss the first Quarter syllabus and follow up meeting in May 24.
Second meeting before the onset of summer vacation and follow up on the reopening of school from summer vacations July.
- 10th & 12th Pre-Board Examination- 14th Dec onwards for every Academic Session.**
 The syllabus to be completed by 15th Nov/30th Nov of every academic session.
 Nodal In charges to start their planning **14th Dec minus 75-90 days= 1st Oct of every academic session**
Dusherra break to be used for framing Question papers of 10th & 12th Class.
 Nodal In charges to conduct coordinating meeting in first week of Oct to finalize the Blue prints, Marking Scheme for Pre-Board Exam.

Question papers to be submitted by staff by **1st Nov to School Exam deptt** for onward **Submission by 15th Nov..**

Third Meeting by the beginning of first week of Oct – and follow up to be done after the Dusherra vacation.

- **8th, 9th & 11th Final Examination- 14th Feb onwards for every Academic Session.**

The syllabus to be completed by 15th Jan/30th Jan of every academic session.

Nodal In charges to start their planning by **14th Feb minus 75-90 days= 15th Nov of every academic session.**

Winter break to be used for framing Question papers of 09th & 11th Class.

Nodal In charges to conduct coordinating meeting in first week of Oct to finalize the Blue prints, Marking Scheme for Pre-Board Exam.

Question papers to be submitted by staff **by 1st Jan, on rejoining after winter vacation**, to School Exam deptt for onward **Submission by 15th Jan .**

Fourth Meeting-To be initiated by Dec beginning and follow up in Jan- after the reopening of school from winter break.

- **Nodal In charges Coordinating meeting – 4 Meetings to discuss the Quarterly Syllabus of the Subject.**

1st week of every quarter ie Apr, July, Oct & Jan.

April- 1st week- Department wise- Language and Social Science.

➤ Science & Math's

➤ To plan the entire year planner examination

July- 1st week – To plan the central Half yearly exam

Oct – 1st week- To plan the first Pre-Board exam 10th & 12th.

Jan- 1st week –To plan the Final exam of 9th & 11th.

- **Nodal In charges Coordinating meeting – 3 Meetings to discuss the Conduct of Central Examination of 15th Sept/10th Dec/14th Feb –(75 days in advance) to discuss the Blue print, Syllabus to be covered for examinations(1st July/1st Oct/1st Dec).**

2. SAMC Meeting – Once a Quarter

- **Apr to June – May 2nd week – To discuss the annual Budget.**
-- The CPD for teaching Staff during vacations
- **July to September – August 2nd week-To discuss the future projects of next academic session.**
- **October to December- Nov 2nd week**
- **January to March – January first week – To take final decisions on Books, uniforms, curriculum,**

3. CPD's: Three times per annum -extensive workshops- select any Minimum 10 days per annum @ 60 hours

- **Summer Vacations- 5/6 days**
- **Durga Vacation- 2 days**
- **Winter Vacations-3/2 days**

- End of the session- 2nd week of March -2 days

4. Collaboration of resources: “Raise With Praise”.

Expert Lectures: July, Aug, Sept, Oct, Nov & Jan.

- 1st Tuesday – VKV Hurda School
- 2nd Tuesday –VVV Maral School
- 3rd Tuesday- VKV Rishabhdev School
- 4th Tuesday – Graphite School

ALUMINA COLLABORATION

- 10th Of every month – VKV Hurda School
- 20th of every month –VKV Rishabhdev School
- 15th of every month - VVV Maral School.
- 05th of every month - Graphite School

Out-Reach Programmee

- Facilities provided in school
- School Results /Achievements
- Pedagogical Approach adopted
- TLP Strategies adopted
- Teacher’s Enrichment pgme conducted
- School Culture- Value Based Approach

Social Contribution

5. Central One Scholastic and One Co-Scholastic Activity competition among four schools.

I B. Examination /PTM'S/SAMC'S Schedule/Annual Day.....(Annual Events/Quaterly Events)

| S.No | Month | Details of Events, | Date | Class | Theme/Name of event | Remarks |
|------|---------------------|---|--------------------------|--------------------------------|--|---|
| 1. | December | Annual Carnival Day | 24/12/2024 | Nursery to XII | “Carnival Of Hope” | Carnival being a public festival, is full of fun and frolic |
| 2. | August | Investiture Ceremony | 15/08/2024 | V to XII | Driven by Integrity, Powered by Humility | Leadership, Resilience & Endurance |
| 3. | October | Annual Day(Jr & Sr) | 18/10/2024 25/10/2024 | Nur to IV V to XII | “Reclaiming My Planet” “Aspire To Inspire” | Globalization & its far reaching impacts it on planet. |
| 4. | December January | Sport's Day(Jr & Sr) | 21/12/2024 14/01/2025 | Nur to IV V to XII | “ Jungle Adventure” “ Fantasy Quest” | A short travel to the fantasy world |
| 5. | | Founder's Day | | | | To commemorate the founders those who have laid the stone |
| 6. | November | Fate/Exhibitions/Annual Tournament/ | 14/11/2024 | All Classes | “Food Bonanza” | Richness of Food and overall fortune of school |
| 7. | | Alumina Meet Day | | | Celebrating the journey of our alumni | Being nostalgic and sharing their experiences with others. |
| 8. | May | Grand Parents Day(Pre-primary wing) | 04/05/2024 | Nur. To UKG | “ NOW and THEN” | Respect and Love for elders. |
| 9. | May | Mother's Day (Pre-primary wing) | 11/05/2024 | I To IV | “ Mothers love – a brilliant GEM to be treasured.” | Celebrating Motherhood |
| 10. | February | Annual Day (Pre-primary wing) | 18/10/2024 | Nur to IV | “Reclaiming My Planet” | Save Earth |
| 11. | March | Graduation Day(Pre-Primary P3) | 26/03/2025 | | Our Shining Stars | Stepping Forward |
| 12. | January | Farewell Day (Outgoing 12 th Class) | 29/01/2025 | XII | “A Sweet Ending to a New Beginning” | Beginning of New Journey |
| 13. | March | Declaration of Final Results | 11.03.2025 27.03.2025 | VIII, IX, XI Nursery to VII | Our Shining Stars | Progression |
| 14. | September | Annual Literary Day | 07.05.2025 | All Classes | “ Festival De Literatura” | Literary/ Cultural Fest |

II. Inter –House Activities

| S.No. | Day &Month | Activity | Class | Category (Academic/Sports/ Cultural/Skills) | Level (Intra class/Inter class/ Inter House | Level |
|-------|--|----------------------------------|-------------|---|---|--------|
| 1 | April Fourth week of the month during CCA periods | Group Folk dance | VI to XII | Cultural | Interhouse | School |
| 2 | May Second week of the month during CCA periods | Best out of waste | VI to XII | Skills | Interhouse | School |
| 3 | June Last week of the month during CCA periods | Drama festival | VI to XII | Cultural | Interhouse | School |
| 4 | July Fourth week of the month during CCA periods | Debate | VI to XII | Academic | Interhouse | School |
| 5 | August Second week of the month during CCA periods | Patriotic group song | VI to XII | Cultural | Interhouse | School |
| 6 | September Fourth week of the month during CCA periods | Science model making | VI to XII | Academic | Interhouse | School |
| 7 | October Third week of the month during CCA periods | Group bhajan singing | III to XII | Cultural | Interhouse | School |
| 8 | November Second week of the month during CCA periods | Diya making and decoration | III to VIII | Skills | Interhouse | School |
| 9 | December Third week of the month during CCA periods | Math quiz | VI to XII | Academic | Interhouse | School |
| 10 | January 14/01/25 | Football, volleyball, kabaddi | VI to XII | Sports | Interhouse | School |
| 11 | February 28 /02/25 | Science quiz | VI to XII | Academic | Interhouse | School |

III. Assembly Schedule (Monthly)

| S.No | House on duty for Administrative duty Weekly | MONTH | Date | Class In charge | Subject allotted for the month enrichment “Topic” | Career Allotted for discussion for the month | SDG Goal of the month | Values allotted for the month | Category (Academic/Quiz/Cultural/Motivational/Self-Expression/) | Teacher In-Charge | Skill Focused (Social/Moral/Intellectual/Personality Grooming/Character Building) |
|------|--|-------|------------|-----------------|---|--|-----------------------|--|---|------------------------|---|
| 1 | Bhardwaj | April | 1 - April | 6 - April | Science /E.V.S/ ENVIRONMENT | Science Stream | SDG 1 AND 2 | Compassion Accountability Cooperative Supportive Social Relationships | Motivational/Self-Expression | will be declared later | Personality Grooming/Character Building |
| | Gautam | | 8 - April | 13 - April | | | | | | will be declared later | |
| | Vashishta | | 15 - April | 20 - April | | | | | | will be declared later | |
| | Vishwamitra | | 22 - April | 30 - April | | | | | | will be declared later | |
| 2 | Bhardwaj | MAY | 1 - May | 4 - May | Mathematics/ Accountancy | Commerce Stream | SDG 3 AND 6 | Kindness Diligence Helpful Forgiving | Quiz/Cultural/Motivational | will be declared later | Personality |
| | Gautam | | 6 - May | 11 - May | | | | | | will be declared | |

| | | | | | | | | | | | | |
|---|-------------|------|-------------|------------------|---------|--|-------------------------------------|-----------------|--|--------------------------------------|------------------------------|---|
| | | | M a y | - M a y | | | | | | | later | Grooming/ Character Building |
| 3 | Vashishta | JUN | 21 - Jun | 29 - Jun | 12 | Computer , Coding/ Personality grooming – etiquettes ,mannerism, table manners | Humanities Stream | SDG 4 AND 5 | Courage Perseverance Humility Gratitude Peace | Motivational/ Self- Expression | will be declared later | Social/ Moral/Intellectual |
| 4 | Bhardwaj | JULY | 1 - Jul | 6 - Jul | 5A & 5B | Hindi / Sanskrit | Generic/ Miscellaneous Stream | SDG 7 AND 11 | Honesty Discipline Friendship Sense Of Belonging Tolerance Trustworthiness Equanimity Altruism | Skit | will be declared later | Social Skills/ Character Building/ Personality Grooming |
| | Gautam | | 8 - Jul | 13 - Jul | 6A & 6B | | | | | | will be declared later | |
| | Vashishta | | 15 - Jul | 20 - Jul | 7A & 7B | | | | | | will be declared later | |
| | Vishwamitra | | 22 - Jul | 31 - Jul | 8A & 8B | | | | | | will be declared later | |

| | | | | | | | | | | | | |
|---|-------------|-----|----------------------------|----------------------------|--------------|--|--------------------------------------|-------------------------|--|---|------------------------------|---|
| | | | 1 | 1 | | | | | | | | |
| 5 | Bhardwaj | AUG | 1 - A u g | 1 0 - A u g | 9A & 9B | English/ Business Studies | Com merce Strea m | SDG 8 AND 10 | Loyalty Sportsmanship Servant Leadership Cooperation | Academic/Qui z/Skit/Motivat ional | will be declared later | Personality Grooming/ Social Skills |
| | Gautam | | 1 2 - A u g | 1 7 - A u g | 10A & 10B | | | | | | will be declared later | |
| | Vashishta | | 1 9 - A u g | 2 4 - A u g | 11 &12 | | | | | | will be declared later | |
| | Vishwamitra | | 2 6 - A u g | 3 1 - A u g | 5A & 5B | | | | | | will be declared later | |
| 6 | Bhardwaj | SEP | 2 - S e p | 7 - S e p | 6A & 6B | Mathem atics /IT/AI/C ODING | Scienc e Strea m | SDG 9 AND 12 | Responsibility Simplicity Tolerance Unity Love | Motivational | will be declared later | Social/ Moral/Intellect ual |
| | Gautam | | 9 - S e p | 1 4 - S e p | 7A & 7B | | | | | | will be declared later | |
| | Vashishta | | 1 6 | 2 1 | 8A & 8B | | | | | | will be declared | |

| | | | | | | | | | | | | | |
|---|-----------------|-----|--------------------|----------------------------|--------------------|--------------|--|--|---------------|--|----------------------------|------------------------------|---|
| | | | - S e p | - S e p | | | | | | later | | | |
| | Vishwam itra | | 23- S e p | T o - S e p | 30- S e p | 9A & 9B | | | | will be declared later | | | |
| 7 | Bhardwaj | OCT | 1- O c t | T o - O c t | 5- O c t | 10A & 10B | Social Studies /Social Cause /Textile/ Club activities Artesian/ Constitu tion. | Huma nities Strea m | SDG 13 | Respect Personal Ethics Or Ideals Decision Making Building Relationships Solving Problems | Quiz/Skit/Mot ivational | will be declared later | Personality Grooming/ Social Skills |
| | Gautam | | 7- O c t | T o - O c t | 12- O c t | 11 &12 | | | | | | will be declared later | |
| | Vashisht ha | | 14- O c t | T o - O c t | 19- O c t | 5A & 5B | | | | | | will be declared later | |
| | Vishwam itra | | 21- O c t | T o - O c t | 31- O c t | 6A & 6B | | | | | | will be declared later | |
| 8 | Bhardwaj | NOV | 1- N o v | T o - N o v | 9- N o v | 7A & 7B | Economi cs | Gener ic/ Miscel laneou s | SDG 14 | Integrity Truth Freedom Happiness | Self Expression | will be declared later | Social/ Moral/Intellect |
| | Gautam | | 1 | T | 1 | 8A | | | | | | will be | |

| | | | | | | | | | | | | | |
|---|-----------------|-----|----------------------------|--------|----------------------------|--------------|---|---------------------------|--------|--|------------------------------|------------------------------|---|
| | | | 1 - N o v | o | 6 - N o v | &8B | | | | | declared later | ual | |
| | Vashisht ha | | 1 8 - N o v | T o | 2 3 - N o v | 9A & 9B | | | | | will be declared later | | |
| | Vishwam itra | | 2 5 - N o v | T o | 3 0 - N o v | 10A & 10B | | | | | will be declared later | | |
| 9 | Bhardwaj | DEC | 2 - D e c | T o | 7 - D e c | 11 &12 | E.V.S/ Ecologic al & Environ ment/ Climate Challeng e/Agricul ture/ S.D.G CLUB/ | Scienc e Strea m | SDG 15 | Adaptability Calmly & Control- Balanced Multitasking Emotional Intelligence Willingness | Motivational | will be declared later | Personality Grooming/ Social Skills |
| | Gautam | | 9 - D e c | T o | 1 4 - D e c | 5A & 5B | | | | | | will be declared later | |
| | Vashisht ha | | 1 6 - D e c | T o | 2 1 - D e c | 6A & 6B | | | | | | will be declared later | |
| | Vishwam itra | | 2 3 - D | T o | 3 1 - D | 7A & 7B | | | | | | will be declared later | |

| | | | | | | | | | | | | | |
|----|-----------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|---|------------------------------|--------|--|----------------------------------|-----------------------------------|-------------|
| | | | e c | e c | | | | | | | | | |
| 10 | Bhardwaj | JAN | 1 - J a n | T o | 1 - J a n | 8A & 8B | Art, Sports : Project Display and presenta tion/ Exhibitio ns/Rhyth mic Yoga or Sports | Huma nities Strea m | SDG 16 | Humility Compassion Honesty Kindness Integrity Selflessness Determination Generosity Courage | Academic & Self Expression | will be declared later | Life Skills |
| | Gautam | 1 3 - J a n | T o | 1 8 - J a n | 9A & 9B | will be declared later | | | | | | | |
| | Vashisht ha | 2 0 - J a n | T o | 2 5 - J a n | 10A & 10B | will be declared later | | | | | | | |
| | Vishwam itra | 2 7 - J a n | T o | 3 1 - J a n | 11 &12 | will be declared later | | | | | | | |
| 11 | Bhardwaj | FEB | 1 - F e b | T o | 8 - F e b | 5A & 5B | Dance , Robotics : Quiz/ Debate/ Rhythmi c Exercise s or Zumba | Com merce Strea m | SDG 17 | Appreciation Empathy Toughness Self-Reliance Attentiveness | will be declared later | Social/ Moral/Intellect ual | |
| | Gautam | | 1 0 - F e b | T o | 1 5 - F e b | 6A & 6B | | | | | will be declared later | | |
| | Vashisht | | 1 | T | 2 | 7A | | | | | will be | | |

| | | | | | | | | | | | |
|----|-----------------|-----|----------------------------|--------|----------------------------|--------------|---|--|--|------------------------------|-----------------------------------|
| | ha | | 7 - F e b | o | 2 - F e b | &7B | | | | declared later | |
| | Vishwam itra | | 2 4 - F e b | T o | 2 8 - F e b | 8A & 8B | | | | will be declared later | |
| 12 | Bhardwaj | MAR | 1 - M a r | T o | 8 - M a r | 9A & 9B | Music, Chess : M.C's/ Elocutio n/ Rhythmi c Poetry | Gener ic/ Miscel laneou s Strea m | | will be declared later | Social/ Moral/Intellect ual |
| | Gautam | | 1 0 - M a r | T o | 1 5 - M a r | 10A & 10B | | | | will be declared later | |
| | Vashisht ha | | 1 7 - M a r | T o | 2 2 - M a r | 11 &12 | | | | will be declared later | |
| | Vishwam itra | | 2 4 - M a r | T o | 3 1 - M a r | 5A & 5B | | | | will be declared later | |

IV. Club Activities/ Social Cause Activities/Community Activities/Peace Club/SOHA(Monthly)

| S. No | Date & Day | Class & Level | Topic/Activities | Value's Based | Skills Focused(Leadership /Team work/Establishing Support System/Opportunity to establish network) | Remarks |
|-------|-------------------------|----------------------------------|--|---|---|---------|
| 1. | <u>April</u> | Literary Club (English) | Blog Writing, AD Mad, Dialogue Writing, Comic Strips | Promoting reading habits & creative expression | Critical thinking | |
| 2. | <u>May</u> | Music club | Song Writing workshops, Solo songs, Instrument Tutorials | Creativity | Team Work | |
| 3. | <u>June</u> | IT/Cyber Club | Webinar on Cyber Security,Quiz | Cyber Security | Adaptability | |
| 4. | <u>July</u> | Health Club | Nukkad Natak , skit, song, poems | Wellness & holistic health | Leadership /Team work/Establishing Support System | |
| 5. | <u>August</u> | Eco Club | Plantation drive, recycling activities initiatives, waste reduction, nature walk, workshop on conservation, Botanical Garden | Sustainability & community engagement | Raising awareness about environment. | |
| 6. | <u>September</u> | Literary Club(Hindi & Sanskrit) | Poem writing, essay writing, book review, creative writing, Blog writing | Promoting reading habits & creative expression | Communication Skills | |
| 7. | October | SDGs club | Educational campaign, community service projects, environmental initiative | Social responsibility & sustainable development | Opportunity to establish network | |
| 8. | <u>November</u> | Heritage Club | Field trips, heritage quiz, awareness campaign, historical documentaries | Preserving & celebrating culture | Establishing Support System | |
| 9. | December | Art & Craft Club | DIY Projects, Recycled Art, Tie & Dye project, Mandana & Mural Art | Self Expression | Creativity | |

| | | | | | | |
|------------|----------|-------------------------|---|---|-------------------|--|
| 10. | January | Sports Club | Fitness training, yoga & exercise, Inter class competition | Team work, fair play, discipline, fun & enjoyment | Team Work | |
| 11. | February | Science & Maths Club | Quiz, Project, Puzzle, Model Making | Team Work | Critical Thinking | |

SDG PLANNER :

| VIVEKANANDA KENDRA VIDYALAYA, RISHABHDEV | | | | | | | | | | | |
|--|-----------|---|--------------|---|---|---|--|---|--|--|--|
| SDG CLUB ACTIVITIES (2024 - 2025) | | | | | | | | | | | |
| S. No | MO NT | IMPORTANT DAY | CATEG | SDG GOALS | EVENTS WHICH WILL BE CONDUCTED IN THE MONTH | | | SKILLS TO BE FOCUSED | LEARNING OBJECTIVES | | |
| | | | | | Junior category 3rd to | Middle category 6rd to 8th | Senior Category 9th to 12th | | Cognit ive learni | Socio- emotional learning | Behavioural learning objectives |
| 1 | April | 06- International Day of Sports for Development & Peace 07- World Health Day 18- World Heritage Day 22 - World Earth Day | Environme nt | SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastruct | Story Telling Sessions with theme promoting education. | Role Play | Visit to RSWM mill | Social Skill, Emotional Skill, Initiative, Creative Skill | To create the awareness about education | To reduce illiteracy and promotes literacy in deprived section of society | The learners understand the importance of education |
| 2 | May | 01- World Labour Day 08- World Migratory Bird Day 22- International Day for Biological Diversity | Social | SDG 15: Life on Land SDG 2: Zero Hunger | Role Play on different plant and animals | Presentation on the theme with innovative ideas | | Creative thinking Critical thinking | Students will conduct independent | To recognize and discuss the challenges faced by wildlife andecosystems, | The learners will adopt eco- friendly practices, and actively engage in environmental initiative within school or local community. |
| 3 | June | 05- World Environment Day 08- World Oceans Day 21- International Yoga Day | Environme nt | SDG 16 : Peace, Justice, and Strong Institutions | Nukkad natak focusing on importance of moral values (SOCH BADLO) | | | Creative thinking Emotional Skill,Making connectionsSelf awareness | Students will develop scripts for the street play, incorporating factual information and portrying | Foster a sense of teamwork and collaboration, provide a platform to express emotions through acting. | Encourage participants to engage with the community by performing the street play in public spaces, fostering a sense of responsibility and connection with a wider audience. |
| 4 | July | 01- Doctor's Day 11- World Population Day 15- World Youth Skills Day, | Social | SDG 3: Good Health & Well Being | Health & hygiene workshops. | Role Play | Expert Session on Mensuration hygiene. | Social Skill, Emotional Skill, Initiative | To increase awareness among | To envision healthy lifestyles, and aware others | To include health promoting behaviours in their daily routine |
| 5 | August | 09- Tribal Day 12- International Youth Day 19- World Humanitarian Day 29- National | Environme nt | SDG 6: Clean Water and Sanitation | Documentary | Sharing views and awareness through ppts | Cleanliness Drive | Creative skill\working with others | The learner understands that inequality | The learner is able to raise awareness about inequalities. | The leaner is able to identify and analyse different types of causes and reasons for inequalities. |
| 6 | September | 08- World Literacy Day 21- International Day of Peace 27- World Tourism Day | Economic | SDG 7: Affordable and Clean Energy | Poster Making | Sharing views and awareness through ppts on chemical free agriculture | | Social Skill, Emotional Skill, | * The learner understands how individual lifestyle influence | The learner is able to communicate the need for sustainable practices. * The learner is | The learner is able to promote sustainable patterns. *The leaner is able to plan and implement entrepreneurial projects. *The leaner is able to work with decision_makers to improve the uptake of sustainable infrastructure. |
| | | | | | | | | | The | | |

| | | | | | | | | | | | |
|----|----------|---|-------------|--|---|---|---|--|--|---|---|
| 7 | October | 11- International Day of the Girl Child 16- World Food Day 17- International Day For The Eradication Of Poverty | Social | SDG 8: Decent Work and Economic Growth | Role Play | Motivational speech | Create a recipe with clever ways to reduce food waste | judgement skill\Thinking skill | learners understand how low and decreasing wages for the labour force are leading to | able to understand how ones own consumption affects working conditions of others in the global economy. | The learner is able to engage with new visions of inclusive economy and decent work. |
| 8 | November | 14- Childrens' Day 26- Constitution Day | Economic | SDG 12 : Responsible Consumption and Production | Trashion Show | Say No To Plastic - Paper Bags Making and distribution | Design A Dress using Trash | Individualisation\creativity\Thinking | the learners will demonstrate an understanding of the | The learners will develop a sense of environmental responsibility and empathy towards | The learners will engage in the creation and presentation of trashion items, promoting sustainable behaviour. |
| 9 | December | 01- World Aids Day 10- Human Rights Day 14- World Energy conservation day 22- National Mathematics Day | Environment | SDG 11: Sustainable Cities and Communities | Collage Making | Group Discussion on renewable energy\energy conservation | Essay writing on their Dream City | Social Skill, Emotional Skill, Initiative | The learners will identify and select images and text | To develop empathy and a sense of responsibility towards building sustainable cities and | Actively participate in a collaborative discussion on how to visually represent SDG 11 in a collage |
| 10 | January | 12- Youth Day | Social | SDG 1: No Poverty, SDG 17 : Partnerships for the Goals | Movie Show | Skit presentation on the life of Swami Vivekananda . Learning, motivation, selfawareness. | Nukkad Natak | Social Skill, Creative thinking, Critical thinking, Initiative, Making connections | The learner recognizes the importance of cooperation on and access to | The learner is able to take ownership of the SDGs. | The learner is able to support development cooperation activities. |
| 11 | February | 10- World Pulses Day 11- International Day Of Women And Girls In Science 28- Science Day | Environment | SDG 13 : Climate Action SDG 14: Life Below Water | Talk On how to save environment and animals | Comic strip | PPT Presentation | Social Skill, Creative thinking, Critical thinking, Initiative, Making connections | The learner knows which human activities- on a national ,local and individual | The learner is able to encourage others to protect the climate | The learner is able to support climate- friendly economic activities. |
| 12 | March | 3- World Wild Life Day 14- International Day Of Action For Rivers 22- World Water Day | Environment | SDG 5 : Gender Equality | Movie Show | Mime | Rally/ Street Play | Social Skill | The learner understands the basic rights of women | The learner is able to recognize and question on traditional perception of gender roles in a | The learner is able to observe and identify gender discrimination. |

CHESS PLANNER;**FOOTBALL PLANNER:**

| Annual Planner for Football | | |
|-----------------------------|-----------|--|
| Sr. No. | Month | Activity |
| 1 | April | Ground Marking- How to mark the football ground? Rules and regulations of football, Endurance Exercise |
| 2 | May/June | How to dribble a ball & Body control? |
| 3 | July | Kick a ball (kick and pass) Inside kick, in-step kick and pass |
| 4 | August | Team selection Formation of team Developing the sportsmanship |
| 5 | September | Practice (Selection for district level tournament) |
| 6 | October | Interhouse tournament |
| 7 | November | Explore various techniques and strategies regarding the game |
| 8 | December | CBSE tournament |
| 9 | January | Sports day |
| 10 | February | Practice |
| 11 | March | Practice |

CRICKET PLANNER :

| Annual Planner for Cricket 2024-25 | | |
|------------------------------------|-----------|--|
| Sr. No. | Month | Activity |
| 1 | April | Ground Marking About Rules and Regulations Warming up and limbering down |
| 2 | May/June | Basics of Batting and Bowling (How to lift the bat, throw and catch the ball?) |
| 3 | July | Bowling techniques (Inswing, Out swing & Spin) Batting techniques (Back foot shot, front foot shot & just played) |
| 4 | August | Fielding and wicket keeping Team Selection and Formation |
| 5 | September | Practice |
| 6 | October | Inter-House Tournament in school |
| 7 | November | Working on various techniques and strategies of cricket related to batting, bowling, fielding and wicket keeping. |
| 8 | December | CBSE Tournament |
| 9 | January | Sports Day/ Practice |
| 10 | February | Practice |
| 11 | March | Practice |

- Trying hard for evening classes as didn't get good consent from parents.

V. National / International - Activities/ Competitions:

| S.No | Event | Date & Month | Category | Level |
|------|---|---|--|------------------------------|
| 1. | Spell Bee | July | Academic | School level |
| 2. | Hackthons | NA | NA | NA |
| 3. | MUN Events | NA | NA | NA |
| 4. | Youth Parliament | April to August | Academics | School level |
| 5 | Investiture Ceremony | Collaborate with 15 th august function | Leadership skill | School Level |
| 6 | Exhibition Competitions | On PTM | Language, Science, Social Science, Art / craft | School Level |
| 7 | Scholarship Competitions | NTSE /STSE | Academic | National level / state level |
| 8 | Olympiads-All Subjects | SOF | All Subjects | School level |
| 9 | Cultural Competitions | | | |
| 10 | Chess Competition | | | CBSE / DISTRICT level |
| 11. | Sports Comp | | | As per CBSE calendar |
| 12 | BCQ-Quiz Comp | - | - | - |
| 13. | Music Competition | May | | |
| 14. | Art /Craft /Painting | May | | School level |
| 15. | Coding /AI/Robotic/IT/Computer related competitions | June | | |
| 16. | ISRO /IISc Courses | | | |
| 17. | NASA Events | | | |

VI. OUTREACH PROGRAMME:

School Level/ Inter School—Academic Activities/Spoken Skills /Public Speaking

| S.No | Event | Date & Month | Category | Level(Sahodhaya /District/National/Global) |
|------|---|--|-------------------------------|---|
| 1 | Debate/Declamation | November 24 | | School Level |
| 2 | Poetry/Recitation/Elocutions | August 24 | | School Level |
| 3 | Projects/Exhibitions | On Every PTM | All Classes from I to XII | School Level |
| 4 | Sports Events | January 25 | Inter House Sports Tournament | |
| 5 | Art & Craft competitions | December 24 | | |
| 6 | Cultural Events | August 24 | Traditional and folk dance | Inter School Competition |
| 7 | Career Counselling Fairs Should be conducted once a month from July to Nov preferably, but should be an ongoing process rather than one time event. Professional category to change every time. | 13/07/24 10/08/24 14/09/24 12/10/24 09/11/24 | VIII to XII | School Level |
| 8 | Motivational Lectures | Every Thursday during assembly | V to XII | School Level |
| 9 | Parent Orientations | Two per annum (1 st April & 1 st Sept) | Nursery to IV (Chrysalis) | School Level |
| 10 | Parent Workshop | Two per annum (15 th July& 15 th Jan) | Nur to UKG I to IV | School Level |

| | | | | |
|-----|--|--|--|--------------|
| 11. | PTM Culmination Event | Four per annum ie one per Quarter(31 st June,31 st Sept,31 st Dec & 31 st March) | 29/06/2024 28/09/2024 06/01/2025 29/03/2025 | School Level |
| 12. | ALUMINA EVENTS SEMINAR/WEBINAR/LIST | 20 th Of Every Month | VI to XII | School Level |
| 13. | ALUMINA REUNION DAY | | 04/11/2024 | School Level |

Outreach planner:

1. Alumina monthly webinars + Experts (Subject Expert or Parent in that Profession)
2. Career counseling for non-conventional options - monthly basis(One Stream per month and each week covering non-conventional jobs/career details in terms of the subjects to be selected under the said course and the best universities offering the said courses)
3. Parents orientation/ workshops / PTM culmination events - monthly basis on rotation (each event become quarterly).
 - i) Parent Orientation –Twice a year preferably -1st April and 1st Oct covering 6 month school calendar
 - ii) Parent Workshop - Twice a year preferably -15th July and 15th Dec/jan covering 6 month school calendar activities, assessment formats and pedagogies.
 - iii) Parent Culmination Event- Four time a year preferably -31st June,31st Sept,31st Dec and 31st March covering 3 month school calendar activities, assessment formats and pedagogies.
4. Webinar on Adolescence, sexualharassment,POSCO act, mental health, good and bad touch, bullying,menstrual hygiene, Hormonal changes education for middle school, self-love and self-confidence, Cyber Safety and Security, Cyber/Digital Citizenship, How to analyses the source of news for its authenticity ie fake news v/s authentic news, Authentic websites for financial transactions or Sharing personal Documents, etc.....

DISASTER MANAGEMENT Planner: (Every drill must include the First aid Life Skills also)

1. Fire evacuation drills- once in a quarter
2. Earthquake evacuation drills- once in quarter.
3. Flood/ Swimming pool/Water related evacuation - once in a quarter.
4. Terrorist attack/Theft evacuation drill- once in a quarter.

Co-Scholastic Activities Checklist :(December isapproaching, so we need to plan for next year)

- Every teacher must frame minimum 3 category PBL topics.

1. **First category PBL - Collaboration - Group wise topic.** Group not to exceed 4. The starting date can be 25 Dec. Ending date and submission date 31st Jan. One month time so gravity of inquiry based topic should be accordingly. Topics to 6 to 7 groups must be with extreme concepts. No two groups must have same

concept. Concepts of same class and are generally ignored. The PBL need to have 80% theory and 20% data collection - observations, analysis and application. Basically doing an concept practically

2. **Second category PBL - COOPERATIVE LEARNING-** Only in pairs. Starting date 25 Dec. Ending date and submission date - 28 th Feb. The topic selected in Dec by pair out of the choices shared by teacher. This topic need to have 60 % theory and 40% data collection ie research claim or topic to be supported by survey form and audience/target group to be minimum 50 individuals other than classmates/peers. Conclusion to include recommendation given by students on the basis of their experience /data collected.

eg observe the effect of fertilizers on plants and then after the activity they need to give the remedies for the same. Share an alternative way to accelerate growth by organic method or by compost.

3. **Third category of PBL - SINGLE / Independent project.** Starting date 1st Jan. Submission date - 30 th June or after summer break, with one initial submission assessment of one quarter to be done on 31 st March. Second Submission assessment of second quarter to be done on 31st June.

The topic need to be selected by student. Selection of topic need to be the one which will have continuity in next session. Topic selected will be bridging topic between two sessions. On the late day of every month the Progress need to be submitted online to the teacher on mail. Monthly Progress need to be submitted. On the basis of three month submission assessments would be made.

4. Selection of topic in Dec need to be done by 15 dec along with the reason for selecting the three topics.

The reason given by students for selection of topic will form one component of the PBL rubric and the marks will be awarded as internal assessment of Dec. Purpose and reason of selection of topic will give direction to the PBL.

5. RUBRIC / criterion for assessment of PBL need to be given by 7 th Dec along with the guidelines as well as the selective domains for selecting the topics.

6. PBL / Active Project/ Research work/ Making a documentary/ writing a novel of 50 pages/ space topic research/ sports management/ event management/ internship program/ survey done/ topic

This will encourage student centric approach.

Best reason for doing this is utilizing the Time of JAN TO JUNE constructively where the control or involvement of teachers is minimum.

Metacognitive skills– often referred to as 'thinking about thinking', particularly to improve learning.

1. Metacognitive skills include planning, mental scripting, positive self-talk, self-questioning, self-monitoring and a range of other learning and study strategies.

2. As a teacher your responsibility is to make this thinking visible.

3. How to make the thinking visible now is the question?.

4. Visible thinking routine to be used/ catered at every level of lesson planning.

5. Why should we focus on metacognitive skill development?????

It is important in every aspect of school and life, since it involves self-reflection on one's current position, future goals, potential actions and strategies, and results.

6. Metacognition also involves knowing yourself as a learner; that is, knowing your strengths and weaknesses as a learner.

VII - Organisation of Capability Building Schedule /webinars/seminars/Enrichment workshops for

- Life Skills Education
- Problem Solving Assessment
- Leadership Skills
- Students Counselling
- Career Counseling
- Classroom Management
- Development of High Order Questions
- Value Based Education and Assessment
- Enhancing students' performance through greater involvement
- Motivation
- OTBA- Open Text based Assessment
- ASL-
- Non Invigilator's Room option for Students to inculcate Values among Students
- Assessment of Long Answer Questions
- Multidisciplinary Project, multiple intelligence
- Lesson Plan booklets based on Bloom's taxonomy
- Regular analysis of results, regular monitoring and follow up in classroom
- Identification of learning deficiencies and undertaking regular remedial measures

For any one month on an average following events can be planned:

- a) **Morning Assembly Activities** can be planned according to the Trend followed in the school in the past. Tentative Suggestions are as follows
- i) **Central Assembly**—Whole school –**Twice a week**-(Minimum frequency)
 - Out of Two-one day central assembly can be in House Dress and inter House Activity /Event/Competition/Celebration can be conducted centrally on such occasions.
 - Second central assembly could be in sports rig to practice physical exercise/sports activities etc.
 - ii) **Level wise Assembly**- 3rd to 5th Class, 6th to 8th class, 9th to 12th class grouping – **Twice a week**.
 - Class wise central events scheduled for giving STAGE EXPRESSION & PUBLIC SPEAKING Activities.
 - Motivational or Experience sharing events.
 - Teachers Talk.

iii) **CCA Activities**—Time allocated in time table can be utilized for various club activities etc....

iv) **Central Celebrations**

v) **National/International Events.**

- b) House Events: Two periods per week—**Four times a month**-activities can be scheduled and pre-planned at the beginning of the session accordingly.
- c) Club Events: Two periods per week –Once or Twice a month- activities can be scheduled and pre-planned at the beginning of the session accordingly.
- d) Tournament:-Events can be planned once a month, Category may change in accordance to the month of the academic calendar.
- e) Activities- Select and plan a schedule spread equally and spaced out for Inter class, Intra class, Inter House, Inter School at **least one activity per week.**
- f) **Competitions-** Select and plan a schedule spread equally and spaced out for Inter class, Intra class, Inter House, Inter School at **least one Competition per week.**
(e.g Assessment Month – Competitions in accordance to the syllabus , Cultural events to select the events for Annual Day, Sports Events in accordance to the Schedule of CBSE Tournaments, Sahodhayas, National or Global Events)
- g) Exhibitions/Hackathons/Robotics/- ONCE an Annual Calendar.
- h) Compiled Annual Calendar 2022-23 – “**HOLISTIC GROWTH PLANNER**”

| S. No | Month | Working Days | Sundays | Special Days | Exam | Academic Event/ Scholastic Activities per month | L-S-R-W skills focused per month (Weekly based) | Subject allotted for the month enrichment "Topic" | Career Allotted for discussion for the month | SDG Goal of the month | Values allotted for the month | Cultural Events | Club/ Social Cause Activities | Motivational / Alumni Session | Outside School Activities/ Disaster Drill | Administrative Events | CPDs Session per month/Building Teaching professional community | Holidays |
|-------|---------|--------------|-------------------|--|--------------------------------|---|---|--|--|-----------------------|--|------------------------------------|-------------------------------|---------------------------------|---|-----------------------|---|--|
| 1 | Mar-24 | 23 | 3, 10, 17, 24, 31 | | | New Session 15 th March For IX, X & XII | | | | | | Holi, Graduation Day | Heritage Club | 20 th of Every Month | | | | 8- Mahashivratri 24 & 25 Holi Break 29- Good Friday |
| 2 | Apr- 24 | 23 | 7, 14, 21, 28 | New session, welcome of student, 14 - Ambedkar Jayanti, 22 - Earth day | Internal Assessment/ Unit Test | New Session 01 st April For Nur. To VIII | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Hindi / Sanskrit | Science Stream | SDG 1 AND 2 | Compassion Accountability Cooperative Supportive Social Relationships | Nav Samvatsar Rally | Literary Club | 20 th of Every Month | Parent Orientation | SMC | Every Saturday CPD session will be conducted internally | 9-Chetichand 11- Eid-ul-Fitr 14- Ambedkar Jayanti 17- Ram Navami 21-Mahaveer Jayanti |
| 3 | May-24 | 13 | 5, 12, 19, 26 | | | | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | English/ Business. Studies | Commerce Stream | SDG 3 AND 6 | Kindness Diligence Helpful Forgiving | Mother's Day And Grand Parents Day | Music Club | 20 th of Every Month | Mock drill on flood 2 nd Wednesday | | Every Saturday CPD session will be conducted internally | 16 to 31 summer break |
| 4 | Jun-24 | 10 | 2, 9, 16, 23, 30 | 21 – International Yoga Day | | PTM Culmination On 29 th | | Math's / IT/ AI/ CODING | Humanities Stream | SDG 4 AND 5 | Courage Perseverance Humility Gratitude Peace | Yoga Day | IT/Cyber Club | 20 th of Every Month | | PTM | Every Saturday CPD session will be conducted internally | 1 to 16 summer break |
| 5 | July-24 | 26 | 7, 14, 21, 28 | Doctors' Day World population day Gurupurnima | I Periodic Test | | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Social Studies /Social Cause /Textile/ Artesian/Constitution | Generic/ Miscellaneous Stream | SDG 7 AND 11 | Honesty Discipline Friendship Sense of Belonging Tolerance Trustworthiness Equanimity Altruism | Gurupurnima | Health Club | 20 th of Every Month | Parent Workshop | SMC | Every Saturday CPD session will be conducted internally | 17- Muharram |

| | | | | | | | | | | | | | | | | | | |
|---|--------|----|------------------|---|--|-------------------------------------|---|--|-------------------------------|---------------------|--|---|---------------|---------------------------------|--|-----|--|--|
| 6 | Aug-24 | 26 | 4, 11, 18, 25 | Independence Day celebration, Rakshasa bandhan & Sanskrit Day | | | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Economics | Commerce Stream | SDG 8 AND 10 | Loyalty Sportsmanship Servant Leadership Cooperation | Janmashtami Raksha Bandhan | Eco Club | 20 th of Every Month | <i>Mock drill on Terrorism 2nd Wednesday</i> | | <i>Every Saturday CPD session will be conducted internally</i> | 26-Janmashtami |
| 7 | Sep-24 | 24 | 1, 8, 15, 22, 29 | Teachers' day Hindi Diwas | Half Yearly Exam Nur. To V HY VI –X, XII (Centralized) Quarterly- XI | PTM Culmination On 28 th | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | E.V.S/ Ecological & Environment/ Climate Challenge/ Agriculture/ SDG CLUB | Science Stream | SDG 9 AND 12 | Responsibility Simplicity Tolerance Unity Love | Teachers' Day | Literary Club | 20 th of Every Month | Parent Orientation | PTM | <i>Every Saturday CPD session will be conducted internally</i> | 15-Baravafat |
| 8 | Oct-24 | 21 | 6, 13, 20, 27 | 02- Gandhi Shashtri Jayanti Navratri & Dussehra World students' day / APJ ABUL KALAM birth Anniversary United Nations day/ National unity day | | | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Art, Sports | Humanities Stream | SDG 13 | Respect Personal Ethics /Ideals Decision Making Building Relationships Solving Problems | Navratri, Dussehra and Diwali Celebration | SDG Club | 20 th of Every Month | | | <i>Every Saturday CPD session will be conducted internally</i> | 11 & 12 Dussehra 28 to 31 Diwali break |
| 9 | Nov-24 | 23 | 3, 10, 17, 24 | Children's day/ Gurunanak Jayanti National constitution day | Internal Assessment/ Unit Test | | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – | Dance , Robotics | Generic/ Miscellaneous | SDG 14 | Integrity Truth Freedom Happiness | Children's Day | Heritage Club | 20 th of Every Month | <i>Mock drill on Earthquake 2nd Wednesday</i> | SMC | <i>Every Saturday CPD session will be conducted internally</i> | 1-6 Diwali break 15- Gurunanak Jayanti |

| | | | | | | | | | | | | | | | | | | |
|----|--------|----|------------------|---|--|---|--------------------------------|-------------------------|--------|--|------------------------------------|-----------------------|---------------------------------|--|-----|---|---|---------------------|
| | | | | | | 4 th week | | | | | | | | | | | | |
| 10 | Dec-24 | 20 | 1, 8, 15, 22, 29 | Navy Day Human Rights Day National energy conservati on day Christmas celebration | Pre Board1 X & XII HY XI Periodic al Test2 Nur.to IX | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Music, Chess | Science Stream | SDG 15 | Adaptability Calmly & Control-Balanced Multitasking Emotional Intelligence Willingness | Christma s | Arts & Craft Club | 20 th of Every Month | | | | Every Saturday CPD session will be conducted internally | 25 to31Winter break |
| 11 | Jan-25 | 26 | 5, 12, 19, 26 | National Youth day Sports day Republic Day celebration | Pre Board2 X & XII | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Science /Medical & Non-Medical | Humanities Stream | SDG 16 | Humility Compassion Honesty Kindness Integrity Selflessness Determination Generosity Courage | Youth Day, Lohri & Makar Sankranti | Sports Club | 20 th of Every Month | Parent Workshop | PTM | Every Saturday CPD session will be conducted internally | 1- New Year 6-Guru Gobind Singh Jayanti | |
| 12 | Feb-25 | 23 | 2, 9, 16, 23 | Basant Panchami National Science Day | Annual Exam (Central ized) VIII, IX, XI | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Math's/ Accountancy | Commerce Stream | SDG 17 | Appreciation Empathy Toughness Self-Reliance Attentiveness | Basant Panchami | Science & Math's Club | 20 th of Every Month | Mock drill on Fire 2 nd Wednesday | | Every Saturday CPD session will be conducted internally | 26- Mahashivratri | |
| 13 | Mar-25 | | 2, 9, 16, 23, 30 | Holi | Annual Exam Nur to VII | Listening – 1 st week Speaking – 2 nd week Reading – 3 rd week Writing – 4 th week | Computers , Coding | Generic/ Miscellaneo us | | Positive Change Camaraderie Care & Guidance Wisdom Confidence Harmony | Holi | | 20 th of Every Month | | PTM | Every Saturday CPD session will be conducted internally | | |

List of Recommended Committees for Decentralization of Duties & Leadership:

a) Sports/YOGA/CHESS/Shooting/Archery...

b) Cultural / Festive /Celebrations/ SPICMACAY'S.

c) School Students Council- Investiture Ceremony/ Youth Parliament/MUN Committee

- d) Excursions/Field Trips/Virtual Trips.
- e) **School Activity Planner**/ AIL activities/
- f) Examination Committee/**Standardized Monthly Syllabus**/ Results / Curriculum Development/ PTA Executive
- g) External or National exam-Olympiads, NTSE,KVPY...../ Exhibitions/ Seminars/Webinars/ Functions & Events.....
- h) Magazine/Newsletter/Website/ Cyber/ School Annual Magazines/ CO-Scholastic Activities reports
- i) Mess/Hostel/Discipline Committee/ Grievances/ Complaints/ Anti Sexual Harassment.
- j) School Safety & Child Protection Committee/POSCO/School Guidance & Counselling/ School Maintenance & Repair/Transport.
- k) Teachers' Selection Panel/Admission Committee
- l) CBSE Related Work Committee
- m) Capability Building Committees – Teachers & Students.
- n) Morning Assemblies Routine/Annual Functions/ Annual Sports Day/FATE & FAIR/ Investiture Ceremony/ Grand Parents Day...
- o) Curriculum Development Committee
- p) PTA Executive Committee
- q) **School Clubs**
 - i. Literacy Club/Book Club/Reading
 - ii. Music Club
 - iii. Dance Club
 - iv. Shalok Chanting Club
 - v. Art & Craft Club
 - vi. Peace Club/SOHA
 - vii. Heritage / Field Trips/Excursions
 - viii. Event Management & Entrepreneurship
 - ix. Cyber/Robotic/AI Club/Space /Star Gazing
 - x. Fashion /Personality /Grooming /
 - xi. Environment Club/Shramdhan
 - xii. Health & Wellness
 - xiii. Photography
 - xiv. Pottery/Sculptures/

- xv. **Yoga/Sports/Chess**
- xvi. **Youth/MUN**
- xvii. **Quiz/Spell Bee/**

CHECKLIST:

1. **List of Alumina's webinar's,**
5th of every month –Graphite,
10th – VKV Hurda chool,
15th –VVV Maral School,
20th –VKV Rishabhdev).
2. Alumina Reunion date.
3. Alumina data (Students selected for professional colleges after 12th Class),
4. Collaboration of Resources, Expert Webinars (Twice a month),
 5. Central Competitions (Academic, Sports, Non Academic-AIL),
 6. Sport's Curriculum & Planner- sports related activities, Chess Planner
 7. Olympiads and other Competitions,
 8. Details of Teachers CPDs on every Saturday,
 9. Duties & Responsibilities of Staff Members for next session, etc.....
 10. Activity Planner SOP All Formats
 11. Club Activities/ SDG Planner
 12. Book List.
 13. Theme of the Academic Session
 14. Outreach Programme.
 15. Disaster Management Drills
 16. Monthly Standardized Syllabus

17. **“Holistic Growth Planner Matrix “**

Range/Scope of Entrance examination

Kinds of Entrance Examinations in India

Fashion and Technology Entrance Examinations in India

Film and Television Entrance Examinations in India

Management Entrance Examinations in India

Medical Examinations

Kinds of Entrance Examinations in India

Entrance examination differ depending upon the type of fields such Engineering entrance exam, Fashion and technology entrance exam, Film and television entrance exam, Management entrance exam, Medical entrance exams, Science/computer entrance exam, Law entrance exam etc are the most preferred entrance exam by the students.

- National Eligibility cum Entrance Exam for Medicine
- Joint Entrance Examination (JEE) for Engineering
- All India Exam for Agriculture
- National Council for Hotel Management Joint Entrance Examination
- Common Law Admission Test
- IISERs BS-MS Admission Exam
- Graduate Aptitude Test in Engineering (GATE)
- National Aptitude Test in Architecture (NATA)
- State Engineering Entrance Exam.

Fashion and Technology Entrance Examinations in India

- CEED (Common Entrance Examination for Design)
- NID Entrance Exam
- NIFT Entrance Exam

Film and Television Entrance Examinations in India

- Film and Television Institute of India Entrance Examination
- National School of drama (NSD) Screening Test

Management Entrance Examinations in India

- AIMS Test for Management Admission (ATMA)
- Admission test for commonwealth Executive MBA & MPA Programme(CEMAT)
- Common Admission Test (CAT)
- ICFAI Business School Aptitude test (IBSAT)
- Indian institute of Foreign Trade (IIFT) MBA Admission Test
- Integrated Common Entrance Test (ICET)
- Joint Management Entrance Test (JMET)
- Karnataka Management Aptitude Test (K-MAT)
- Management Aptitude Test (MAT)
- National Aptitude Test (NAT)
- National Council for Hotel Management and Catering Technology (NCHMCT) - Joint Entrance Examination (JEE)
- National Management Aptitude Test (NMAT)
- Open Management Admission Test (OPENMAT) – [Indira Gandhi National Open University](#) (IGNOU)
- Rajasthan Management Admission test (RMAT)
- Symbiosis Entrance Test (SET) for symbiosis Undergraduate Institutes of SIEC Deemed University
- Written Admission test (WAT)- Army Welfare Education Society (AWES)
- Xavier Admission Test (XAT)

Medical Examinations

- National Eligibility cum Entrance Test

1. [Range/Scope of Entrance examination](#)
2. [Kinds of Entrance Examinations in India](#)
3. [Fashion and Technology Entrance Examinations in India](#)
4. [Film and Television Entrance Examinations in India](#)
5. [Management Entrance Examinations in India](#)
6. [Medical Examinations](#)

Types of Curriculum details:

1. Green Curriculum
2. Health And Wellness Curriculum
3. Happiness Curriculum
4. Sports Curriculum
5. Chess Curriculum
6. Sustainability Curriculum
7. Academic Curriculum

+++++

Activity Planner 2024-2025 :

Theme Matrix

| S. No | Month | Theme of the Month | Subject Enrichment of the Month | Morning Assembly Subjects of the Month | Career Counselling Area for the Month | PTM CULMINATION EVENT SUBJECTS FOR THE QUARTER | SDG GOAL of the Month | Values of the Month | L-S-R-W Topic of the Month |
|-------|-------|--|---------------------------------|--|---------------------------------------|--|-----------------------|---------------------|----------------------------|
| | | WHO AM I? Self-Awareness Skills | | | | | | | |

| | | | | | | | | | |
|-----------|--------------|---|--|--|--------------------------|---|--------------------|---|--|
| | | Self- Managem ent Skills | | | | | | | |
| 1. | April | Who am I?- SWOT Analysis | Hindi / Sanskrit Pre-primary classes it can be topics covered in Hindi during the April month | Science /E.V.S/ ENVIRONMENT | Science Stream | Art, Sports Dance , Robotics Music, Chess SOHA EXHIBITIONS Summer Camp Activities Adventure Camp Activities Space and Astronomy Activities Know your Army /Defence Forces Camp | SDG 1 AND 2 | Compassion Accountability Cooperative Supportive Social Relationships | |
| 2. | May | Who am I?- 16 personality Traits | English/Business.Studies Pre-primary classes it can be topics covered in English during the month of May under subject enrichment activities | Math's/ Accountancy | Commerce Stream | Mother's Day Mini Sport's Day | SDG 3 AND 6 | Kindness Diligence Helpful Forgiving | |
| 3. | June | Who am I?- Multiple Intelligence | Math's / IT/ AI/ CODING Pre-primary classes it can be topics covered in Math's during the month of June under subject enrichment activities | Computers , Coding/ Personality grooming – etiquettes ,mannerism, table manners | Humanities Stream | | SDG 4 AND 5 | Courage Perseverance Humility Gratitude Peace | |

| | | | | | | | | | |
|----|------|---|---|---|--------------------------------------|---|---------------------|---|--|
| | | 3H'S: . | | | | | | | |
| 4. | July | HEAD - Cognitive Domain -Cover the Thinking skills. -Cover the Research Skills. | Social Studies /Social Cause /Textile/ Artesian/Constitution Hindi - Pre-primary classes it can be topics covered in hindi during the month For Pre-primary classes the same loop for previous quarter can be repeated for subsequent topics | Hindi / Sanskrit For Pre-primary classes: it can be topics covered in Hindi during the April to June month in continuation , Recall 2nd level, Retain better and longer | Generic/ Miscellaneous Stream | Exhibitions : Science /Math's/ Accountancy Computers , Coding Independence Day cum Investiture Ceremony Hackathons GrandParent's Day | SDG 7 AND 11 | Honesty Discipline Friendship Sense Of Belonging Tolerance Trustworthiness Equanimity Altruism | |
| 5. | Aug | HEART Cover the behavioral domain i.e. attitudes and values. | Economics | English/Business.Studies For Pre-primary classes it can be topics covered in English during the month of May under subject enrichment activities for continuation, Recall 2nd level, Retain better and longer | Commerce Stream | | SDG 8 AND 10 | Loyalty Sportsmanship Servant Leadership Cooperation | |

| | | | | | | | | | |
|----|------|---|---|---|--------------------------|---|---------------------|---|--|
| 6. | Sept | HAND Cover the Art and Aesthetic skills. Cover the Psychomotor skills. | E.V.S/ Ecological & Environment/ Climate Challenge/Agriculture/ S.D.G CLUB/ For Pre-primary classes the same loop for previous quarter can be repeated for subsequent topics and for quarter Sept to December. | Maths /IT/AI/CODING Pre-primary classes it can be topics covered in Math's during the month of June under subject enrichment activities for continuation, Recall 2nd level, Retain better and longer. | Science Stream | | SDG 9 AND 12 | Responsibility Simplicity Tolerance Unity Love | |
| | | 3 L'S- Learning Skills- 6C's Literary Skills- I.M.T Life Skills- F.L.I.P.S | | | | | | | |
| 7. | Oct | Learning Skills- 6C's | Art, Sports | Social Studies /Social Cause /Textile/ Club activities Artesian/Constitution For Pre-primary classes the same loop for previous | Humanities Stream | Annual Day/ Annual FETE/ Picnic for junior wings Chess competitions/NC C camp / Diwali Mela / Diwali Excursion | SDG 13 | Respect Personal Ethics Or Ideals Decision Making Building Relationships | |

| | | | | | | | | | |
|------|-----|---|--------------------------------|---|------------------------|--|--------|---|--|
| | | | | quarter can be repeated for subsequent topics or your best practice topics covered from April to Sept . | | PTM Culmination Event : Mini annual day /Mini exhibition day | | Solving Problems | |
| 8. | Nov | Literary Skills-I.M.T | Dance , Robotics | Economics | Generic/ Miscellaneous | Eg: For Pre-primary classes: it can be topics covered in Hindi, English and Maths during the April to June or till Sept month for <u>Continuation.</u> | SDG 14 | Integrity Truth Freedom Happiness | |
| 9. | Dec | Life Skills-F.L.I.P.S | Music, Chess | E.V.S/ Ecological & Environment/ Climate Challenge/Agriculture/ S.D.G CLUB/ For Pre-primary classes the same loop for previous quarter can be repeated for subsequent topics | Science Stream | | SDG 15 | Adaptability Calmly & Control-Balanced Multitasking Emotional Intelligence Willingness | |
| | | 5W's & 1H What & Where? When & Where? Which & How? | | | | | | | |
| 10 . | Jan | What & Where? | Science /Medical & Non-Medical | Art, Sports : Project Display and presentation/ | Humanities Stream | NCC Camp Outreach Campaign for | SDG 16 | Humility Compassion | |

| | | | | | | | | | |
|------|-----|---------------|---|--|-----------------|---|--------|--|--|
| | | | For Pre-primary classes the same loop for previous quarter can be repeated for subsequent topics For quarter of Jan to March. | Exhibitions/Rhythmic Yoga or Sports | | Social Cause Field Trips Picnic Baby Contest Annual Sports Day Annual Literary Day Annual Carnival Graduation Ceremony | | Honesty Kindness Integrity Selflessness Determination Generosity Courage | |
| 11 . | Feb | When & Where? | Math's/ Accountancy | Dance , Robotics: Quiz/ Debate/Rhythmic Exercises or Zumba | Commerce Stream | | SDG 17 | Appreciation Empathy Toughness Self-Reliance Attentiveness | |

| | | | | | | | | | |
|------|--------|--------------|--------------------|---|---|--|--|--|--|
| 12 . | Marc h | Which & How? | Computers , Coding | Music, Chess : M.C's/ Elocution/Rhythmic Poetry | G e n e r i c / M i s c e l l a n e o u s S t r e a m | | | Positive Change Camaraderie Care & Guidance Wisdom Confidence Harmony | |
|------|--------|--------------|--------------------|---|---|--|--|--|--|

Class wise, Section wise Allotment of duties:

One Cycle to be completed for the school every month for each subject/domain.

Eg each section of the grade should get Chance to come on morning assembly minimum once a month or bi-monthly ie twice in a month.

To attain this morning assembly can be conducted for each block and Central assembly: Minimum twice a month centrally.

| S.no | Day & Date ,Month | Class Allotment | Weekly Topic | Daily Topic |
|------|-------------------|-----------------|--------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Morning Assembly Inter Class Competition in term of Presentation, Content, Value and

Creativity, out of the box idea:

| S.no | Date | Name of the Class | Rubric for assessment | | | | Total | Position & Remarks |
|------|------|-------------------|-----------------------|--|--|--|-------|--------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

The Daily Planner for the Month for the given theme/topic:-

MONTH- APRIL

| Dates | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria |
|-------|--|---|--|---|
| | <u>Theme-1</u> <u>Our Heritage, Our stories</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |
| | <u>Theme-2</u> <u>Plastic Free Planet</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 1. | <u>XII</u> | <u>Heritage Film Festival:</u> | Students engage with heritage through the visual medium, fostering media literacy and critical thinking. | A sense of community is fostered as students collaborate on film projects, showcasing their heritage. |
| 2. | <u>XA</u> | <u>Heritage Comparative Analysis:</u> | This activity aims to develop students' critical thinking skills by comparing and contrasting different | Improved ability to analyze and draw conclusions based on comparative study. |

| | | | | |
|-----|-------------------------------|--|--|---|
| | | | aspects of heritage. | |
| 3. | <u>XB</u> | Heritage Debate: | Forces students to delve deeper into the historical and cultural significance of heritage issues | Develops empathy as students understand different perspectives on heritage.-related matters. |
| 4. | <u>IXA</u> | Heritage Cookbook Project: | Encourage students to share family recipes and traditions, promoting cultural exchange. | A deeper understanding and appreciation of various cultural cuisines |
| 5. | <u>IXB</u> | Heritage Digital Storytelling: | Allow students to share personal stories related to their heritage through digital media. | Increased sense of connection with one's heritage and the heritage of others. |
| 6. | <u>VIIIA</u> | Heritage Documentary Project: | Develop research and investigative skills as students delve into historical and cultural contexts. | A deeper understanding of specific cultural or historical aspects explored in the documentary |
| 7. | <u>SUNDAY</u> | | | |
| 8. | <u>VIIIB</u> | Heritage Identity Reflection Essay: | Encourage critical thinking about the influence of heritage on personal values and identity. | Enhanced appreciation for the role of heritage in shaping individual identity. |
| 9. | <u>VIIA</u> | Heritage Music Playlist: | Introduce students to various musical genres and traditions from around the world. | Broadened understanding of different musical styles and genres. |
| 10. | <u>VIIB</u> | Heritage Vocabulary Book: | Enhance students' understanding of cultural concepts through language. | Improved understanding and usage of heritage-related terms. |
| 11. | | | | |
| 12. | <u>VIA</u> | Heritage Virtual tour | Provide students with a virtual firsthand experience of historical and cultural landmarks. | Improved ability to engage with educational content in a virtual environment. |
| 13. | <u>VIB</u> | Heritage Costume list: | Support cultural dress-up days or events to celebrate Unity in diversity. | Encourage students to embrace and respect cultural differences through dress-up events. |
| 14. | <u>SUNDAY</u> | | | |
| | <u>VA</u> | <u>Cultural Dress up day</u> | To celebrate the diverse cultural backgrounds within the school community. | Strengthened sense of community as individuals share and celebrate their cultural identities. |
| 15. | <u>VB</u> | <u>Traditional recipe sharing</u> | Foster connections through the shared experience of food and its cultural significance. | Opportunities for students to develop cooking skills and learn about global cuisines. |

| | | | | |
|-----|---------------|-------------------------------------|---|---|
| 16. | | | | |
| 17. | <u>XII</u> | <u>Dress designing</u> | Encourage students to explore the artistry and symbolism behind traditional attire. | Opportunities for students to express their creativity and individuality through fashion. |
| 18. | <u>XA</u> | <u>Scientific Investigation</u> | Develop critical thinking skills through scientific investigation. | Fosters a positive attitude towards science through hands-on exploration. |
| 19. | <u>XB</u> | <u>Plastic free campaign</u> | Encourage students to adopt eco-friendly practices and reduce plastic use. | Encourages students to adopt sustainable habits and reduce their ecological footprint. |
| 20. | <u>SUNDAY</u> | | | |
| 21. | <u>IXA</u> | <u>Innovative project</u> | Challenge students to think critically and come up with creative solutions to real-world to reduce the use of plastic | Opportunities for students to present and communicate their ideas effectively. |
| 22. | <u>IXB</u> | <u>Plastic audit</u> | Collect data to inform future initiatives for reducing plastic use. | Use data to make informed decisions on reducing plastic consumption. |
| 23. | <u>VIIIA</u> | <u>Plastic free lunch challenge</u> | Inspire individuals to reduce their reliance on single-use plastics. | Raises awareness about alternatives to plastic in daily life. |
| 24. | <u>VIIIB</u> | <u>Poster Making</u> | Use art to convey a powerful message about the dangers of plastic pollution. | Increased understanding of the impact of plastic on the environment. |
| 25. | <u>VIIA</u> | <u>Trash to treasure hunt</u> | Encourage students to find creative uses for discarded items. | Increased awareness of the value in repurposing items. |
| 26. | <u>VIIIB</u> | <u>Crafting with recyclable</u> | Promote the use of recyclable materials in art and craft projects. | Enhanced understanding of recycling principles through hands-on projects. |
| 27. | <u>SUNDAY</u> | | | |
| 28. | <u>VIA</u> | <u>Pledge Posters</u> | Display visible reminders of the importance of sustainable practices. | Encourage individuals to adhere to eco-friendly pledges. |
| 29. | <u>VIB</u> | <u>Trashion show</u> | Allow students to showcase fashion creations made from recycled materials. | Display of innovative and eco-friendly fashion creations. |

The Daily Planner for the Month for the given theme/topic:

MONTH- MAY

| Dates | Theme/Topic/Activity | The details of the daily | Purpose/Objective | Outcomes/Success Criteria |
|-------|----------------------|--------------------------|-------------------|---------------------------|
|-------|----------------------|--------------------------|-------------------|---------------------------|

| | of the Month | activity | | |
|----|---|---|--|---|
| | <u>Theme-1</u> <u>PERSONALITY</u> <u>TRAIT</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 1. | <u>VA</u> | Team-building Story Circle | Cultivate teamwork and communication. | Enhances collaboration, communication skills, and creates a sense of unity through a shared storytelling experience |
| 2. | <u>VB</u> | Gratitude Circle | Foster gratitude and a positive mindset. | Promotes a culture of appreciation, strengthens interpersonal connections, and uplifts the overall mood within the school community |
| 3. | <u>VIA</u> | Character Trait Charades | Develop understanding of diverse character traits. | Encourages empathy, recognition of individual strengths, and creates a positive and inclusive atmosphere through a fun and interactive game |
| 4. | <u>VIB</u> | Creative Expressions Showcase: | Celebrate diverse artistic talents. | Provides a platform for self-expression, fosters creativity, and promotes appreciation for various forms of artistic expression within the school community |
| 5. | <u>SUNDAY</u> | | | |
| 6. | <u>VIIA</u> | Mindfulness Meditation Session | Introduce stress management through mindfulness. | Students learn relaxation techniques, improve focus, and cultivate mindfulness, contributing to overall well-being and mental health |
| 7. | <u>VIIB</u> | Talent Show Extravaganza | Showcase a variety of talents within the school. | Boosts confidence, celebrates individual strengths, and creates a positive and supportive environment that appreciates diverse talents |
| 8. | <u>VIIIA</u> | Goal Setting Workshop | Guide students in setting personal and academic goals. | Empowers students to pursue aspirations, encourages self-motivation, and provides clarity on personal and academic objectives |

| | | | | |
|-----|---------------------|---|---|---|
| 9. | <u>VIIIB</u> | Mindfulness and Relaxation Session | Offer relaxation techniques. . | Students learn stress management, relaxation methods, and foster a calm and focused mindset |
| 10. | <u>XB</u> | Leadership Insights: | Share leadership experiences and insights. . | Inspires peers, builds confidence, and fosters a sense of responsibility and leadership within the school community, encouraging positive role models |
| 11. | <u>SUMMER CAMP</u> | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | <u>SUMMER BREAK</u> | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| 21. | | | | |
| 22. | | | | |
| 23. | | | | |
| 24. | | | | |
| 25. | | | | |
| 26. | | | | |
| 27. | | | | |
| 28. | | | | |
| 29. | | | | |
| 30. | | | | |
| 31. | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- JULY

| Dates | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria |
|-------|-----------------------------------|-----------------------------------|-------------------|---------------------------|
|-------|-----------------------------------|-----------------------------------|-------------------|---------------------------|

| | | | | |
|-----------|---|---|--|---|
| | <u>Theme 1 : HEALTH IS WEALTH</u> <u>Theme 2: World Nature Conservation Day</u> <u>Theme 3: Bravery</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| <u>1.</u> | | <u>Importance Of Mental health and self care</u> | To prioritize mental well-being, fostering emotional resilience and preventing burnout. | Improved overall quality of life, enhanced coping mechanisms, and a positive impact on relationships. |
| <u>2.</u> | | <u>Benefits of meditation</u> | Cultivating mindfulness for stress reduction, improved focus, and emotional balance. | Reduced stress levels, enhanced cognitive function, and increased emotional well-being. |
| 1. | | <u>Power of music and art in healing</u> | Providing therapeutic outlets for emotional expression and processing. | Emotional healing, stress relief, and improved mental well-being through creative expression. |
| 2. | | <u>Benefits of healthy lifestyle</u> | Promoting physical health, mental clarity, and preventing chronic diseases. | Improved overall well-being, increased energy levels |
| 3. | | <u>Mindfulness and mental wealth</u> | Cultivating mindfulness practices to enhance present moment awareness and stress resilience, contributing to a state of flourishing mental well-being. | Improved cognitive function, emotional balance, and a positive overall mental health state. |
| 4. | | <u>Digital Health: Balancing screen time for a wealthier life style</u> | Promoting a conscious approach to digital consumption to prevent negative impacts on mental health, fostering a wealthier and | Reduced screen-related stress, improved sleep quality, and enhanced overall well-being through mindful use of |

| | | | | |
|-----|--|--|---|--|
| | | | more balanced lifestyle. | technology. |
| 5. | | | | |
| 6. | | <u>Sleeping Soundly, Living Fully: the hidden currency of quality rest</u> | Highlighting the significance of quality sleep for mental and physical well-being, aiming to emphasize its role as a hidden currency for a fulfilled life. | Increased awareness on the importance of sleep, enhanced sleep hygiene, and improved overall health and vitality. |
| 7. | | <u>Building a foundation of health: small steps, big wealth</u> | Encouraging individuals to adopt small, sustainable health practices to build a foundation for long-term well-being and prosperity. | Improved health habits, enhanced resilience, and a positive impact on overall quality of life. |
| 8. | | <u>Community wellness initiatives: Creating a collective wealth Of health</u> | Fostering a sense of community and shared responsibility for health, with the goal of creating a collective wealth of well-being. | Strengthened community bonds, increased accessibility to wellness resources, and improved overall health within the community. |
| 9. | | <u>Holistic wellness : nurturing Mind, Body, and Soul for a wealthy life.</u> | Emphasizing the interconnectedness of mental, physical, and spiritual well-being, promoting a holistic approach to wellness for a rich and fulfilling life. | Balanced and harmonious living, enhanced self-awareness, and a sense of fulfillment in multiple dimensions of life. |
| 10. | | <u>Eating right for a bright future: Nutritional choices and Overall Prosperity.</u> | Educating individuals on the impact of nutritional choices on long-term health and well-being, linking healthy eating to overall prosperity. | Improved dietary habits, enhanced physical health, and a foundation for a brighter, healthier future. |
| 11. | | <u>Stress Management as a wealth – building Skill: A guide to emotional prosperity.</u> | Providing guidance on effective stress management as a crucial skill for emotional well-being and overall prosperity. | Increased emotional resilience, improved coping mechanisms, and a positive impact on mental health and prosperity. |

| | | | | |
|-----|--------------------|---|---|---|
| 12. | | | | |
| 13. | | <u>The richness of hydration: Water as the foundation of health.</u> | Promoting the importance of hydration for overall health, emphasizing water as the fundamental building block for well-being. | Increased awareness of proper hydration, improved health habits, and enhanced overall physical well-being. |
| 14. | <u>VA</u> | <u>Our Little Acts, Big Impact</u> | Encouraging individuals to recognize the significance of small, daily actions in contributing to a sustainable and healthier environment. | Cultivation of eco-friendly habits, a sense of collective responsibility, and a positive impact on the environment. |
| 15. | <u>VB</u> | <u>Learning And Caring for our Environment</u> | Integrating environmental education into learning, fostering a sense of responsibility and care for the planet. | Increased environmental awareness, informed eco-friendly behavior, and a commitment to sustainable practices. |
| 16. | <u>VIA</u> | <u>Students as Ambassadors for nature conservation.</u> | Empowering students to take an active role in advocating for and preserving the natural world. | Student-led conservation initiatives, increased awareness in the community, and positive contributions to biodiversity. |
| 17. | <u>VIB</u> | <u>Nature's Superheroes</u> | Celebrating the diverse and vital roles of nature in sustaining life and promoting a deeper connection with the environment. | Heightened appreciation for nature, increased environmental stewardship, and a commitment to protecting ecosystems. |
| 18. | <u>VIIA</u> | <u>Sustainability in every Lesson</u> | Infusing sustainability principles into educational curricula, aiming to instill a lifelong commitment to sustainable practices. | Equipped students with eco-conscious mindsets, fostering sustainable decision-making in various aspects of life. |
| 19. | | | | |

| | | | | |
|-----|-------------------------------|--|---|--|
| 20. | <u>VIIB</u> | <u>Secrets of the forest</u> | Exploring the hidden wonders of forests, fostering environmental appreciation, and promoting conservation awareness. | Increased ecological understanding, enhanced appreciation for biodiversity, and a commitment to protecting forest ecosystems. |
| 21. | <u>VIII A</u> | <u>Biodiversity Bonanza: Understanding and protecting our natural heritage</u> | Educating about the importance of biodiversity, encouraging conservation efforts, and highlighting the need to safeguard our diverse ecosystems. | Raised awareness on biodiversity preservation, increased community involvement in conservation, and a positive impact on ecosystem health. |
| 22. | <u>VIII B</u> | <u>The call of the wild: inspiring teens to take action for conservation</u> | Motivating young individuals to actively participate in conservation efforts and become advocates for the protection of wildlife and natural habitats. | Empowered and inspired teens, increased youth involvement in conservation projects, and a positive impact on wildlife conservation. |
| 23. | <u>IX A</u> | <u>Kargil : A story Of resilience and victory.</u> | Commemorating the bravery and resilience shown during the Kargil War, honoring the sacrifices of soldiers, and celebrating the victory. | Fostering a sense of national pride, recognizing the valor of the armed forces, and promoting unity and patriotism. |
| 24. | <u>IX B</u> | <u>From textbooks to Trenches: Learning from Kargil Vijay Diwas</u> | Bridging the gap between theoretical knowledge and practical application by drawing lessons from the Kargil War, emphasizing leadership, strategy, and courage. | Enhanced understanding of historical events, instilling values of bravery and leadership, and inspiring a sense of duty and service. |
| 25. | <u>X A</u> | <u>Kargil War: Honoring the sacrifices, Recognizing the Triumphs.</u> | Paying tribute to the sacrifices made by soldiers during the Kargil War, acknowledging the triumphs and contributions of the armed forces. | Increased awareness of the historical significance of Kargil, respect for military service, and a strengthened sense of national unity. |
| 26. | | | | |

| | | | | |
|-----|-------------------|--|--|--|
| 27. | <u>XB</u> | <u>National Unity in the face of Adversity: Kargil as a turning point</u> | | |
| 28. | <u>XI</u> | <u>Strategic Brilliance: Tactical Analysis of Kargil Operations.</u> | | |
| 29. | <u>XII</u> | <u>Kargil Vijay Diwas : Reflections on Leadership and Decision Making</u> | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- AUGUST

| Date | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria |
|------|--|---|--|--|
| | <u>Theme 1 : PATRIOTISM</u> <u>Theme 2: COLLABORATION</u> <u>AUGUST</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 1. | | <u>Little Patriots: Understanding the quit India Movement.</u> | Instilling a sense of patriotism, and fostering an understanding of India's fight for independence. | Increased awareness of India's freedom struggle, a sense of national pride, and an appreciation for the sacrifices made during the Quit India Movement. |
| 2. | | <u>Coloring History: Drawing our heroes from the Quit India Movement</u> | Engaging children in a creative exploration of history by drawing and coloring heroes from the Quit India Movement, making historical figures relatable and inspiring. | Enhanced historical understanding through artistic expression, increased interest in learning about national heroes, and improved retention of historical knowledge. |
| 3. | | <u>Fun with Freedom: Stories from the time of quit India.</u> | Making history enjoyable by narrating stories from the Quit India Movement, aiming to connect children with the past, and instilling a sense of | Increased historical knowledge, a positive attitude towards learning about the past, and a deepened understanding of the importance of freedom. |

| | | | | |
|------------------|----------------------|---|--|---|
| | | | appreciation for the value of freedom. | |
| | <u>SUNDAY</u> | | | |
| <u>5.</u> | | <u>Exploring everyday Heroes of Quit India.</u> | Highlighting the unsung heroes of the Quit India Movement, fostering an appreciation for the diverse individuals who played pivotal roles in India's fight for independence. | Increased awareness of lesser-known contributors, a sense of gratitude for the sacrifices made, and inspiration for active citizenship. |
| | | <u>Songs of Freedom: Music and Patriotism during quit india.</u> | Exploring the role of music in the Quit India Movement, celebrating the patriotic songs that became anthems of the freedom struggle. | Enhanced cultural understanding, a connection to historical events through music, and an appreciation for the role of arts in shaping societal movements. |
| | | <u>Quit India Movement: A call for Unity and Independence.</u> | Emphasizing the importance of unity in the Quit India Movement, reflecting on the collective effort required for India's independence. | Fostering a sense of unity and national pride, understanding the significance of collective action, and promoting the values of independence and self-governance. |
| | | <u>DIY Projects inspired by Quit India.</u> | Encouraging creativity and hands-on learning by engaging participants in do-it-yourself projects inspired by the Quit India Movement, making history tangible and relevant. | Improved historical understanding, enhanced creative skills, and a sense of accomplishment through hands-on exploration of the past. |
| | | <u>The role of women in Quit India: Breaking Stereotypes.</u> | Recognizing and celebrating the contributions of women in the Quit India Movement, challenging stereotypes and highlighting the diverse roles they played. | <ul style="list-style-type: none"> Increased awareness of women's historical roles, empowerment through inspirational stories, and a positive impact on gender perceptions and equality. |
| | | | | |

| | | | | |
|--|---------------|--|--|--|
| | | | | |
| | <u>SUNDAY</u> | | | |
| | | | | |
| | | | | |
| | <u>V A</u> | <u>Sports and Fitness</u> | Promoting sports and fitness as integral to a healthy lifestyle. | Improved awareness of the importance of fitness |
| | <u>VB</u> | <u>Olympics</u> | inspiring participation and enthusiasm for physical activity. | increased interest in sports, and enhanced overall well-being. |
| | <u>SUNDAY</u> | | | |
| | <u>VIB</u> | <u>Going beyond the boundaries- International Sports</u> | Celebrating the global spirit of sports, fostering cultural exchange, and promoting unity through international sports. | Increased global awareness, cultural appreciation, and a sense of camaraderie through shared sporting experiences. |
| | <u>VIIA</u> | <u>Sporting Heroes</u> | Recognizing and honoring sports icons for their achievements, instilling values of dedication, resilience, and excellence. | Inspiration for aspiring athletes, reinforcement of positive values, and increased motivation for pursuing sports. |
| | | <u>Common Wealth Games</u> | Emphasizing the importance of collaboration and friendly competition among nations through the Commonwealth Games. | Enhanced understanding of international sports diplomacy, cultural exchange, and a strengthened sense of global community. |

| | | | | |
|--|---------------------|---|---|---|
| | <u>VIIB</u> | <u>Lets Play fair: Learning the spirit of Sportsmanship</u> | Teaching the principles of fair play, respect, and integrity in sports, emphasizing the true spirit of sportsmanship. | Fostering a positive sports culture, improved teamwork, and character development through ethical competition. |
| | <u>VIIIA</u> | <u>Fun and Fitness: How play contributes to a healthy lifestyles</u> | Demonstrating the connection between play, physical activity, and overall health, promoting a fun approach to fitness. | Increased interest in recreational sports, improved fitness habits, and a positive attitude towards maintaining a healthy lifestyle. |
| | <u>VIIB</u> | <u>Teamwork Triumphs: Lesson from sporting</u> | Highlighting the significance of teamwork in sports and how these principles can be applied in various aspects of life. | Improved collaborative skills, enhanced understanding of the value of teamwork, and application of sports principles in real-world scenarios. |
| | <u>IXA</u> | | | |
| | <u>IXB</u> | <u>Balancing Act: Juggling academics and athletic performances.</u> | Providing strategies for students to balance academic commitments with active participation in sports, promoting a holistic approach to personal development. | Improved time management skills, enhanced overall well-being, and recognition of the importance of a balanced lifestyle. |
| | <u>XA</u> | <u>Building bonds on the playground</u> | Fostering camaraderie and teamwork through recreational activities, emphasizing the social and emotional benefits of sports. | Strengthened social bonds, improved communication skills, and enhanced emotional intelligence among participants. |
| | | <u>Digital fitness</u> | Integrating technology into fitness routines, promoting digital tools for tracking and enhancing physical activities. | Increased accessibility to fitness resources, improved motivation through digital tracking, and a tech-savvy approach to health and wellness. |
| | <u>XB</u> | <u>National Sports Day</u> | Celebrating the importance of sports in national identity, honoring achievements, and encouraging widespread | Increased national pride, heightened interest in sports, and a sense of unity through collective celebration. |

| | | | | |
|--|-------------------|---|--|---|
| | | | participation in physical activities. | |
| | <u>XI</u> | <u>Beyond Cricket: Exploring diverse sporting opportunity.</u> | Encouraging exploration of lesser-known sports, fostering diversity in athletic interests, and providing opportunities for individuals to discover their passions. | Increased awareness of various sports, diversified sporting culture, and expanded opportunities for participation. |
| | <u>XII</u> | <u>Mindful Athletics : The connection between Mental and Physical Well- Being.</u> | Recognizing the interconnectedness of mental and physical health in sports, promoting mindfulness practices for enhanced athletic performance. | Improved focus, stress reduction, and overall well-being through the integration of mindfulness into athletic routines. |

The Daily Planner for the Month for the given theme/topic:

MONTH- SEPTEMBER

| S. No | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria |
|-------|--|---|---|--|
| | Theme-1 Art and Innovation | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |
| | Theme-2 Adventure and Exploration | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| | | | | |
| | | Artificial Intelligence and Art: | Introduce students to the intersection of technology and art, fostering creativity in utilizing AI tools to generate or enhance artistic expressions. | Students gain insights into the evolving role of technology in artistic creation, exploring the limitless possibilities AI offers in the world of visual arts |
| XA | | | | |
| | | Virtual Art Exhibition: | Provide a platform for students to showcase their artistic talents, fostering a sense of community and encouraging diverse forms of expression. | Students develop presentation skills, confidence, and a broader understanding of the impact of their art by reaching a wider audience through a virtual exhibition |
| XB | | | | |
| | | Art and Science Collaboration: | Bridge the gap between art and science, promoting interdisciplinary learning and encouraging students to explore the creative aspects of scientific concepts. | Students cultivate a holistic perspective, enhancing critical thinking as they integrate artistic expression with scientific knowledge, fostering innovation and curiosity. |
| XI | | | | |
| | | Creative Coding: | Introduce coding as a creative tool, empowering students to express themselves through programming and explore the artistic potential of digital technology. | Students develop coding skills, computational thinking, and the ability to create interactive digital art, fostering a connection between technology and artistic creativity |
| XII | | | | |

| | | | |
|-------|--|---|---|
| VA | Paper Circuit Art: | Providing a hands-on experience for students to create illuminated artworks using paper circuits. | Students gain understanding of circuitry, enhance fine motor skills, and produce visually striking artworks, fostering a blend of traditional art with modern technology. |
| VB | DIY Wearable Art: | Explore the intersection of art and fashion, encouraging students to design and create their own wearable art pieces. | Students develop creativity, design skills, and an understanding of the relationship between self-expression and personal style, fostering an appreciation for wearable art |
| | | | |
| VIA | 3D Printed Creations: | Introduce students to the intersection of technology and art, fostering creativity in utilizing AI tools to generate or enhance artistic expressions. | Students gain insights into the evolving role of technology in artistic creation, exploring the limitless possibilities AI offers in the world of visual arts |
| VIB | Virtual Reality (VR) Art Experience | Provide a platform for students to showcase their artistic talents, fostering a sense of community and encouraging diverse forms of expression. | Students develop presentation skills, confidence, and a broader understanding of the impact of their art by reaching a wider audience through a virtual exhibition. |
| VIIA | Digital Comic Book Creation: | Combine storytelling and visual art through digital mediums, allowing students to create and share their narratives in the form of digital comic book. | Students enhance their storytelling abilities, graphic design skills, and digital literacy, fostering creativity and communication through the creation of immersive digital narratives |
| VIIB | Data Visualization Art: | Integrate art with data analysis, challenging students to represent complex information visually and creatively, fostering an understanding of data interpretation. | Students develop skills in data visualization, critical thinking, and creativity, gaining an appreciation for the aesthetic aspects of presenting information through artistic means |
| VIIIA | Upcycled Fashion Show: | Promote sustainability and creativity by challenging students to design and showcase fashion | Students learn about environmental responsibility, innovative design thinking, and fashion as a form of self-expression, |

| | | | | |
|-----|-----------|--|--|---|
| | | | pieces made from recycled materials. | fostering an awareness of the impact of consumer choices |
| | VIII B | Virtual Reality (VR) Art Experience | Immerse students in the realm of virtual reality, providing a platform for them to create and interact with art in a three-dimensional digital space. | Students explore the fusion of technology and art, developing spatial awareness, creativity, and an understanding of the unique possibilities that VR offers for artistic expression. |
| | | | | |
| 16 | EID | | | |
| 17. | IXA | Miniature Raft Building: | Introduce students to the world of 3D printing, allowing them to design and create three-dimensional objects, fostering creativity and technological skills. | Students gain hands-on experience with 3D printing technology, enhancing spatial reasoning, problem-solving skills, and understanding the possibilities of additive manufacturing |
| 18. | IXB | Survival Skills Workshop: | Equip students with essential survival skills, promoting self-reliance, resilience, and teamwork in simulated scenarios, preparing them for outdoor challenges. | Students gain practical survival knowledge, build confidence in problem-solving, and enhance their ability to adapt and work cohesively in challenging environments. |
| 19. | XA | Wildlife Conservation Expedition: | Combine adventure with environmental stewardship, engaging students in hands-on wildlife conservation efforts to instill a sense of responsibility and respect for ecosystems. | Students develop a deeper understanding of ecological systems, conservation practices, and teamwork, fostering a lifelong appreciation for the importance of preserving biodiversity |
| 20. | XB | Adventure Photography Expedition: | Integrate adventure with visual storytelling, encouraging students to capture the essence of outdoor experiences through photography, promoting creativity and documentation skills. | Students enhance their photography skills, learn to appreciate the aesthetics of nature, and develop a visual narrative of their adventures, fostering artistic expression and storytelling |
| 21. | <u>XI</u> | Outdoor Leadership Retreat: | Cultivate leadership skills in an outdoor setting, providing students with opportunities for | Students develop leadership qualities, teamwork, and problem-solving skills, gaining confidence and resilience through |

| | | | | |
|-----|------------|-------------------------------------|---|--|
| | | | team-building, decision-making, and communication in challenging environments. | experiential learning in a natural setting. |
| 22. | | | | |
| 23. | <u>XII</u> | Rock Climbing and Rappelling | Introduce students to outdoor adventure and physical challenge, promoting courage, trust, and teamwork through rock climbing and rappelling experience | Students build physical strength, resilience, and trust in their peers, while gaining confidence in facing and overcoming challenges in a controlled outdoor environment |
| 24. | VA | Nature Art Collage: | Fuse artistic expression with nature appreciation, encouraging students to create collages using found natural materials, promoting creativity and environmental awareness. | Students develop an appreciation for the beauty of nature, enhance artistic skills, and learn to repurpose natural elements into creative works of art |
| 25. | VB | Outdoor Storytelling Circle: | Foster a connection between nature and storytelling, inviting students to share and create stories in an outdoor setting, promoting imagination and communication skills | Students enhance their storytelling abilities, develop a deeper connection with nature, and build a sense of community through shared narratives in an outdoor setting |
| 26. | VIA | Map-Making Challenge: | Teach basic map-reading skills and navigation through a map-making challenge, promoting spatial awareness, problem-solving, and teamwork. | Students improve map-reading skills, spatial orientation, and teamwork as they collaborate to create accurate and imaginative maps of their surroundings |
| 27. | VIB | Community Garden Project | Transform an area into a community garden, providing students with hands-on experience in gardening, | Students learn about sustainable practices, teamwork, and responsibility while cultivating a sense of pride and connection to the environment through the shared |

| | | | | |
|----|-------------|----------------------------------|---|---|
| | | | teamwork, and environmental stewardship. | garden project |
| 28 | <u>VIIA</u> | Wilderness Survival Trip: | Immerse students in a challenging outdoor environment to teach essential survival skills, fostering resilience, self-sufficiency, and teamwork. | Students gain practical survival knowledge, build confidence in adapting to unpredictable situations, and develop a deeper appreciation for nature and their own capabilities. |
| 29 | | | | |
| 30 | <u>VIIB</u> | Adventure Film Festival: | Encourage students to showcase their outdoor adventures through film, fostering storytelling, filmmaking skills, and the sharing of unique outdoor experiences. | Students develop filmmaking and storytelling abilities, share their perspectives on adventure, inspire others to explore, and create a sense of community through shared narratives |

The Daily Planner for the Month for the given theme/topic:

MONTH- OCTOBER

| | | | | |
|--|------------------------|---|--|---|
| | <u>Theme-1</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |
| | <u>LITERARY SKILLS</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| | | Collaborative Art Wall | Foster collaboration and creativity by providing a shared space for students to contribute to a collective artwork, promoting teamwork and a sense of community. | Students develop artistic skills, learn to appreciate diverse perspectives, and experience the satisfaction of creating something meaningful together |
| | <u>VIIA</u> | | | |
| | VIIB | Communication Skits: | communication skills through engaging skits that require effective verbal and non-verbal communication, promoting | Students improve their ability to convey ideas, collaborate in performance, and develop a deeper understanding of the importance of |

| | | | | |
|-------|--|-------------------------------------|--|---|
| | | | confidence and clarity in expression. . | clear communication |
| | | | | |
| VIIIA | | Innovation Showcases: | Celebrate and inspire innovation by providing a platform for students to showcase their creative projects and ideas, fostering a culture of curiosity and forward-thinking. | Students gain recognition for their innovative efforts, inspire their peers, and contribute to a school environment that values and encourages creative thinking. |
| VIIIB | | Character Education Moments: | Embed character-building values into daily routines, sharing stories or anecdotes during assemblies to instill virtues such as integrity, empathy, and resilience. Outcomes: | Students reflect on and internalize positive character traits, creating a school culture that emphasizes the importance of ethical behavior and personal growth |
| IXA | | Coding Demos: | Introduce coding skills through live demonstrations, inspiring students to explore the world of programming, computational thinking, and problem-solving. . | Outcomes: Students develop an interest in coding, enhance logical reasoning, and gain exposure to a skillset valuable in today's technology-driven world |
| IXB | | Advanced STEM Talks: | Provide exposure to advanced STEM topics through talks and presentations, inspiring students to pursue further knowledge and careers in science, technology, engineering, and math. | Students expand their understanding of cutting-edge advancements, fostering enthusiasm for STEM disciplines and potential future contributions to these fields |
| | | | | |

| | | | | |
|--|-----|--|--|--|
| | | Debates on Global Issues: | : Encourage critical thinking and global awareness by organizing debates on pressing global issues, fostering research, analysis, and informed perspectives. | Students develop strong argumentation skills, learn to appreciate diverse viewpoints, and gain a deeper understanding of complex global challenges. |
| | XA | | | |
| | | Entrepreneurship Spotlights: | Showcase entrepreneurial ventures or ideas, encouraging students to explore innovation, business acumen, and the practical application of their skills. | Students gain exposure to entrepreneurship, develop project management skills, and inspire a culture of creativity and initiative within the school community |
| | XB | | | |
| | | | | |
| | | | | |
| | | | | |
| | | Leadership Development Workshops: | Cultivate leadership skills through targeted workshops, providing students with tools for effective communication, decision-making, and team management. | Students enhance leadership capabilities, fostering a positive and collaborative school environment with empowered student leaders |
| | XI | | | |
| | | | | |
| | | | | |
| | | Global Citizenship Projects: | Engage students in projects addressing global challenges, promoting awareness, empathy, and a sense of responsibility as active global citizens. | Students actively contribute to solutions for global issues, fostering a commitment to social responsibility and a deeper understanding of global interconnectedness |
| | XII | | | |
| | | Creativity Corner: | Establish a dedicated space for students to express creativity | Students explore and develop their creative potential, promoting a |
| | VA | | | |

| | | | | |
|--|------------|-----------------------------------|--|---|
| | | | freely, encouraging imaginative projects, and fostering an environment that values creative thinking. . | culture of innovation, self-expression, and a vibrant school atmosphere |
| | VB | Critical Thinking Riddles: | Stimulate critical thinking skills through engaging riddles or puzzles, fostering problem-solving abilities and encouraging students to think analytically. . | Students enhance their critical thinking skills, developing a mindset that seeks solutions and promotes a culture of intellectual curiosity |
| | | | | |
| | VIA | Creative Storytelling: | Encourage students to express creativity through storytelling, promoting imagination, effective communication, and fostering a love for narratives. . | Students develop storytelling abilities, enhance language skills, and foster a sense of community through shared imaginative experiences |
| | <u>VIB</u> | Communication Charades: | Engage students in a fun and interactive activity to enhance communication skills, both verbal and non-verbal, promoting teamwork and creative expression. | Students improve communication abilities, teamwork, and creativity, contributing to a positive and collaborative school community |
| | VIB | Creative Arts Showcase: | Provide a platform for students to showcase artistic talents, promoting a diverse range of creative expressions in music, dance, drama, and visual arts. Outcomes: . | Students gain confidence in presenting their creative works, fostering a school environment that values and celebrates artistic diversity |

| | | | | |
|--|-------|---|---|--|
| | | | | |
| | VIIA | Character Building Storytelling: | Share stories that exemplify positive character traits, instilling values such as empathy, honesty, and perseverance through engaging narratives. | Students internalize character-building values, contributing to a positive school culture that emphasizes ethical behavior and personal growth. |
| | VIIIB | Innovative Project Pitches: | Encourage students to present and discuss innovative project ideas, fostering creativity, collaboration, and effective communication in proposing new concepts. | Students develop pitching skills, confidence in presenting ideas, and contribute to a school culture that values and supports innovation |
| | VIIIA | Community Service Planning: | Involve students in planning community service projects, fostering a sense of responsibility, empathy, and active involvement in addressing community needs. | Outcomes: Students actively participate in community service, promoting a culture of giving back, social responsibility, and building a sense of connection with the community. |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- NOVEMBER

| S. No | Theme/Topic/ Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria |
|-----------|--|--|-------------------|---------------------------|
| | <u>Theme I :</u> <u>Life Skills-</u> <u>F.L.I.P.S.</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| <u>1.</u> | | | | |
| <u>2.</u> | | | | |
| <u>3.</u> | | | | |
| <u>4.</u> | | | | |
| <u>5.</u> | | | | |
| | | | | |

| | | | | |
|------------|---------------|---|---|---|
| <u>6.</u> | <u>VIII B</u> | Emotion Charades(Dumb Charades) | Encourage students to express and recognize emotions through body language, fostering emotional intelligence. | Improved understanding of emotions, enhanced communication skills, and a supportive environment for emotional expression. |
| <u>7.</u> | <u>IX A</u> | Collaborative Storytelling: | Promote teamwork and creativity by having students collaboratively create a story.. | Improved communication skills, enhanced creativity, and a sense of accomplishment through group collaboration. |
| <u>8.</u> | <u>IX B</u> | Decision-Making Dice: | Engage students in scenarios that require decision-making, encouraging critical thinking and problem-solving. | Improved decision-making skills, understanding consequences, and the ability to evaluate choices in different situations. |
| <u>9.</u> | | | | |
| <u>10.</u> | <u>XA</u> | Healthy Snack Creation | Teach students the importance of making nutritious food choices and encourage creativity in preparing healthy snacks. | Increased awareness of healthy eating, improved culinary skills, and the adoption of better nutritional habits. |
| <u>11.</u> | <u>XB</u> | Goal Setting Workshop | Guide students in setting realistic and achievable goals, fostering a sense of purpose and direction. | Improved goal-setting skills, motivation, and a sense of accomplishment as students work towards their objectives. |
| <u>12.</u> | <u>XI</u> | Conflict Resolution Simulation: | Provide a safe space for students to practice resolving conflicts, promoting effective communication and empathy. | Enhanced conflict resolution skills, improved interpersonal relationships, and a positive impact on the school community. |
| <u>13.</u> | <u>XII</u> | Public Speaking Workshop: | Build confidence in public speaking, enhancing communication skills essential for future success. | Improved public speaking abilities, increased self-assurance, and a positive impact on presentation skills. |
| <u>14.</u> | | | | |

| | | | | |
|------------|--------------|--|---|---|
| <u>15.</u> | <u>V A</u> | Leadership Activities | Develop leadership skills through team-based challenges and decision-making exercises. | Improved leadership qualities, enhanced teamwork, and increased self-confidence among participants. |
| <u>16.</u> | | | | |
| <u>17.</u> | <u>VB</u> | Mock Job Interviews | Prepare students for professional settings by simulating job interviews, focusing on communication and interview etiquette. | Enhanced interview skills, increased confidence, and better readiness for future employment opportunities. |
| <u>18.</u> | <u>VIA</u> | Networking and Communication Skills | Provide insights into effective networking and communication, emphasizing the importance of building professional connections. | Improved networking abilities, enhanced interpersonal communication, and increased confidence in social interactions. |
| <u>19.</u> | <u>VIB</u> | Leadership Development Activities: | Engage students in activities that promote leadership qualities such as decision-making, problem-solving, and team collaboration. | Strengthened leadership skills, improved strategic thinking, and increased readiness for leadership roles. |
| <u>20.</u> | <u>VIIA</u> | Financial Literacy Simulation: | Simulate financial scenarios to impart practical knowledge about budgeting, saving, and responsible financial management. | Increased financial literacy, improved money management skills, and better decision-making in financial matters. |
| <u>21.</u> | <u>VIIB</u> | Critical Thinking Puzzles | Stimulate cognitive abilities by challenging students with puzzles that require analytical thinking and problem-solving. | Improved critical thinking skills, enhanced problem-solving capabilities, and increased ability to approach challenges with creativity and logic. |
| <u>22.</u> | <u>VIIIA</u> | Mindfulness and Stress Management Session | Introduce mindfulness techniques to help students cultivate awareness, reduce stress, and enhance mental well-being. | Improved stress coping mechanisms, increased emotional resilience, and a positive impact on overall mental health and focus. |

| | | | | |
|------------|--------------|----------------------------------|--|---|
| <u>23.</u> | | | | |
| <u>24.</u> | <u>VIIIB</u> | "Journaling for Reflection" | Foster self-awareness and reflection through regular journaling, encouraging personal growth and emotional expression. | Improved introspection, enhanced emotional well-being, and increased self-understanding. |
| <u>25.</u> | <u>IXA</u> | "Gratitude Circle" | Cultivate a positive mindset by sharing and acknowledging things students are grateful for, promoting a culture of gratitude. | Increased appreciation for positive aspects of life, strengthened social bonds, and improved overall well-being. |
| <u>26.</u> | <u>IXB</u> | "Career Exploration Talks" | Provide insights into various careers, helping students make informed decisions about their future paths. | Increased awareness of career options, informed decision-making, and motivation to pursue personal interests and goals. |
| <u>27.</u> | <u>XA</u> | "Debates on Life Skills Topics" | Encourage critical thinking and communication by organizing debates on essential life skills topics such as communication, decision-making, and time management. | Improved analytical skills, enhanced communication abilities, and a deeper understanding of the importance of life skills. |
| <u>28.</u> | <u>XB</u> | "Story Circle" | Foster a sense of community and creativity by having students share personal stories, experiences, or narratives. | Strengthened bonds within the group, improved listening skills, and an appreciation for diverse perspectives. |
| <u>29.</u> | <u>XI</u> | "Show and Tell - Talent Edition" | Showcase and celebrate students' unique talents, fostering confidence and a sense of accomplishment. | Increased self-esteem, a supportive learning environment, and the recognition of diverse talents within the community. |
| <u>30.</u> | <u>XII</u> | Technology Integration | to leverage technology to facilitate collaborative projects among students. | Develop skills in virtual collaboration, communication, and teamwork by working on shared documents or projects using online platforms. |

The Daily Planner for the Month for the given theme/topic:

MONTH- DECEMBER

| <u>DATE</u> | <u>Theme-1</u> | e.g a to z -26 activities associated with the month theme/topic | | |
|-------------|----------------|---|---|---|
| | | | | |
| | <u>I.M.T.</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 1. | | | | |
| 2. | <u>XII</u> | Digital Literacy Workshops: | Enhance students' digital literacy skills through interactive workshops covering online research, source evaluation, and responsible technology use. Outcomes:. | Students develop critical digital literacy skills, empowering them to navigate the digital world safely and responsibly |
| 3. | <u>VA</u> | Digital Citizenship Pledge: | Foster a sense of responsibility and positive online behavior by having students collectively recite a digital citizenship pledge during the assembly. . | Outcomes: Students commit to promoting a respectful and ethical online community, cultivating a culture of good digital citizenship within the school |
| 4. | <u>VB</u> | Student Tech Show-and-Tell: | Encourage students to showcase their technological creations or devices, promoting confidence, sharing knowledge, and celebrating individual technological achievements. | Outcomes: Students gain presentation skills, inspire peers with their tech projects, and foster a culture of technological creativity and exploration. |
| 5. | <u>VIA</u> | Media Literacy Skits: | Address media literacy concepts through student-created skits that highlight critical thinking, source evaluation, and awareness of media influence. | Outcomes: Students develop a deeper understanding of media literacy, actively engaging in discussions about responsible media consumption and production |
| 6. | <u>VIB</u> | TED-Style Tech Talks: | Inspire and inform through short talks on various technology-related topics, fostering critical | Outcomes: Students gain insights into the latest tech trends, expand their knowledge, and develop |

| | | | | |
|-----|------------------------|---|--|---|
| | | | thinking and exposing students to diverse perspectives in the tech field. | presentation skills while learning from their peers and experts |
| 7. | VIIA | Cybersecurity Awareness Session: | Educate students about online safety, privacy, and the importance of cybersecurity through an interactive session. environment. | Outcomes: Students become more aware of potential online risks, learn strategies for protecting themselves online, and contribute to a safer digital environment. |
| 8. | | | | |
| 9. | VIIB | Interactive Quizzes with Tech Tools: | | |
| 10. | VIII A | Tech Career Insights: | Provide students with valuable insights into various technology careers through talks and discussions with industry professionals, helping them make informed decisions about their future paths. | Outcomes: Students gain a broader understanding of potential tech career options, allowing them to align their interests and skills with real-world opportunities |
| 11. | VIII B | Digital Art Gallery Walk: | Showcase students' digital art creations in a gallery format, celebrating the fusion of technology and artistic expression, and encouraging the exploration of digital media in creative pursuits. | Outcomes: Students develop digital art skills, share their creative talents with the school community, and foster an appreciation for the intersection of technology and art |
| 12. | IX A | Media Literacy Debates: | Engage students in debates on media literacy topics, promoting critical thinking and discussions about the influence of media on society, politics, and culture. | Students enhance their ability to analyze and question media content, fostering a more discerning approach to information consumption |
| 13. | IX B | Data Visualization Projects | Encourage students to create visual representations of data | Students develop data visualization skills, improving their ability to |

| | | | | |
|-----|------------------|--|---|---|
| | | | using digital tools, promoting skills in data interpretation and presentation while enhancing their understanding of complex information. | communicate information effectively and making data more accessible and understandable |
| 14. | <u>XA</u> | Online Research Challenges | Develop students' online research skills through challenges that require effective search strategies, source evaluation, and critical thinking in navigating digital information. | Outcomes: Students enhance their research capabilities, discern reliable sources from misinformation, and build a foundation for responsible information consumption |
| 15. | <u>XB</u> | Podcasting or Video Production: | Engage students in creating podcasts or videos on educational topics, promoting media creation skills, scripting, and editing while fostering effective communication. | Outcomes: Students develop multimedia production skills, enhance communication abilities, and create content that can be shared with the school community |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| 21. | | | | |
| 22. | | | | |
| 23 | <u>VA</u> | Digital Storytime: | Incorporate technology into storytelling by sharing short digital stories or animated educational videos during the assembly, promoting engagement and enhancing literacy. | Students enjoy a dynamic and technology-infused storytelling experience, fostering a love for narratives and expanding their exposure to different storytelling mediums. |
| 24 | | <u>CENTRAL ASSEMBLY</u> | | |
| 25 | CHRISTMAS | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | | | | |

| | | | | |
|----|--|--|--|--|
| 29 | | | | |
| 30 | | | | |
| 31 | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- JANUARY

| <u>DATE</u> | <u>Theme 1 : WHAT AND WHERE</u> <u>Theme 2:</u> <u>Theme 3:</u> | e.g a to z -26 activities associated with the month theme/topic | | |
|-------------|---|---|---|--|
| | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| <u>1</u> | | | | |
| <u>2</u> | | | | |
| <u>3</u> | | | | |
| <u>4</u> | | | | |
| <u>5</u> | | | | |
| <u>6</u> | | | | |
| <u>7</u> | <u>VB</u> | Animal Guessing Game | Enhance students' knowledge of wildlife and geography by guessing the origin of various animals. | Improved geographical awareness, enhanced zoological knowledge, and a fun, interactive learning experience. |
| <u>8</u> | <u>VIA</u> | Geography Trivia Challenge | Foster geographical knowledge and critical thinking skills through an engaging trivia competition. Outcomes | Increased awareness of world geography, improved retention of geographical facts, and a friendly, competitive learning atmosphere. |
| <u>9</u> | <u>VIB</u> | Famous Landmarks Showcase | Introduce students to iconic landmarks worldwide, promoting cultural appreciation and geographical understanding. | Enhanced cultural awareness, knowledge of global landmarks, and an appreciation for architectural diversity. |

| | | | | |
|---------------------------|------------------------------|--|--|---|
| <u>10</u> | <u>VIIA</u> | Where in the World - Cultural Edition | Explore cultural diversity by discussing traditions, customs, and lifestyles from different countries. | : Increased cultural understanding, exposure to global diversity, and the development of a multicultural perspective |
| <u>11</u> | <u>VIIB</u> | Science Experiment Demos | Ignite curiosity and interest in science by demonstrating engaging and visually appealing experiments. | Improved understanding of scientific concepts, heightened curiosity, and a passion for hands-on learning in science. |
| <u>12</u> | | | | |
| <u>13</u> | <u>VIIIA</u> | Global Issues Forum | Facilitate discussions on pressing global issues, encouraging students to explore diverse perspectives and potential solutions. | Increased awareness of global challenges, enhanced critical thinking skills, and a sense of responsibility towards addressing global issues. |
| <u>14</u> | <u>VIIIB</u> | Environmental Conservation Talks | Raise awareness about environmental conservation efforts worldwide, fostering a sense of responsibility for the planet. | Improved understanding of environmental issues, increased commitment to sustainable practices, and empowerment to contribute to conservation. |
| <u>15</u> | <u>IXA</u> | Entrepreneurship Around the Globe: | Showcase diverse entrepreneurial ventures from different countries, inspiring students to explore creative and innovative career paths. | Increased awareness of global business opportunities, encouragement for entrepreneurial thinking, and expanded perspectives on career choices. |
| <u>16</u> | <u>IXB</u> | Global Literature Showcase | Celebrate the richness of global literature, exposing students to diverse cultures, perspectives, and storytelling traditions. | Enhanced appreciation for cultural diversity, improved literacy skills, and a broader understanding of the human experience through literature. |
| <u>17</u> | <u>XI</u> | Career Paths Around the World: | Explore various professions globally, broadening students' awareness of career possibilities and cultural influences on different occupations. | Increased career readiness, expanded horizons in career choices, and a better understanding of the global workforce landscape. |
| <u>18</u> | <u>VA</u> | Exploring the Seven Wonders | Journey through the Seven Wonders of the World, delving into their historical and cultural significance. | Enhanced geographical knowledge, appreciation for ancient civilizations, and inspiration to explore the wonders of the |

| | | | | |
|-----------|---------------------|--|--|---|
| | | | | world. |
| 19 | | | | |
| 20 | <u>V</u>B | Mapping Cultural Festivals | Explore and map cultural festivals globally, fostering appreciation for diverse traditions and celebrations. | Increased cultural awareness, knowledge of global festivities, and a celebration of cultural diversity within the school community. |
| 21 | <u>V</u>A | Climate Action Initiatives | Raise awareness about climate change and promote eco-friendly practices, encouraging students to take collective action. | Enhanced environmental consciousness, commitment to sustainable habits, and the promotion of a greener school community. |
| 22 | <u>V</u>B | Historical Fashion Parade | Showcase historical clothing from various eras and cultures, educating students about the evolution of fashion. | Increased understanding of historical and cultural influences on fashion, appreciation for diverse clothing styles, and a creative exploration of the past. |
| 23 | <u>V</u>IIA | Cultural Artifacts Exhibition | Display artefacts representing different cultures, providing insights into the historical and cultural significance of each item. | Improved cultural understanding, increased appreciation for global heritage, and the creation of a culturally enriched learning environment |
| 24 | <u>V</u>II B | World Music Fusion Concert | Celebrate global musical diversity by combining different music genres, fostering cultural appreciation and unity through a harmonious fusion. | Enhanced awareness of diverse music traditions, cultural harmony, and an immersive musical experience that transcends geographical boundaries |
| 25 | <u>V</u>IIIA | Sustainable Agriculture Initiatives | Showcase and discuss initiatives promoting sustainable agricultural practices globally, emphasizing the importance of eco-friendly farming for a healthier planet. | Increased understanding of sustainable agriculture, motivation for environmental stewardship, and a commitment to supporting eco-conscious farming practices. |
| 26 | | | | |
| 27 | <u>V</u>II B | Exploring Ancient Civilizations | Delve into the rich history of ancient civilizations, providing students with a deeper understanding of their cultures, achievements, and lasting contributions. | Enriched historical knowledge, appreciation for cultural heritage, and a broader perspective on the evolution of human societies. |

| | | | | |
|---------------------------|----------------------------|----------------------------------|--|---|
| <u>28</u> | <u>IXA</u> | Global Poetry Slam | Offer a platform for students to express themselves through poetry, celebrating diverse voices and promoting cross-cultural understanding. | Improved communication skills, enhanced self-expression, and a sense of unity through the universal language of poetry. |
| <u>29</u> | <u>IXB</u> | Current Trends in Science | Explore and discuss recent developments and trends in science and technology, sparking curiosity, and inspiring students to engage with the ever-evolving world of scientific discovery. | Increased scientific literacy, motivation for STEM pursuits, and an awareness of the transformative power of science in shaping our future. |
| <u>30</u> | <u>XI</u> | Biography Corner | Spotlight influential individuals from diverse backgrounds, providing insights into their lives, accomplishments, and contributions to inspire students. | Broadened knowledge of historical figures, motivation for personal growth, and a recognition of the impact individuals can have on society. |
| <u>31</u> | <u>VA</u> | Culinary Journey | Embark on a flavorful exploration of international cuisines, aiming to promote cultural appreciation and understanding through the shared experience of diverse foods. | Fosters a sense of cultural awareness and respect, expands participants' culinary knowledge, and creates a communal atmosphere that celebrates the richness of global gastronomy. |

The Daily Planner for the Month for the given theme/topic:

MONTH - FEBRUARY

| <u>DATE</u> | <u>Theme-1</u> | | e.g a to z -26 activities associated with the month theme/topic | | |
|-------------|-----------------------|--|---|--|--|
| | | | | | |
| | <u>WHEN AND WHERE</u> | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 1. | <u>VA</u> | | Geography Quiz: | Foster geographical knowledge and awareness through an interactive quiz, encouraging friendly competition and enhancing students' understanding of global geography. | Students develop a deeper appreciation for world geography, and the quiz format promotes active engagement and critical thinking. |
| 2. | | | | | |
| 3. | <u>VIA</u> | | Show and Tell - Cultural Edition: | Cultivate cultural awareness by having students share artifacts or stories representing their cultural backgrounds, fostering a sense of inclusivity and appreciation for diversity. | Students gain confidence in expressing their cultural identity, creating a more inclusive and culturally rich school environment |
| 4. | <u>VIB</u> | | Mystery Map Challenge: | Engage students in geographical exploration by presenting a portion of a world map with hidden locations, encouraging curiosity and deductive reasoning. | Students enhance their map-reading skills, critical thinking, and learn about new places in an exciting and interactive way. |
| 5. | <u>VIIA</u> | | Geo-Treasure Hunt: | Combine physical activity with geographical knowledge by organizing a treasure hunt, fostering teamwork and encouraging students to explore the school environment. | Students actively collaborate, applying their geographical knowledge to solve clues, promoting teamwork, and making learning fun. |
| 6. | <u>VIIB</u> | | International Book Club: | Expand cultural horizons through literature by having students read books from different countries, fostering a love for reading and promoting cross-cultural understanding. | Students develop empathy, critical thinking, and broaden their perspectives by discussing diverse literary works, contributing to a culturally enriched school community |

| | | | | | |
|-----|------------------------|--|--|--|---|
| 7. | VIII A | | Destination of the Week: | Highlight a specific destination each week to provide students with insights into various countries, promoting geographical awareness and a sense of global interconnectedness. | Students gain knowledge about different places, fostering curiosity and promoting a sense of global citizenship by learning about diverse cultures and locations |
| 8. | VIII B | | International Book Club: | Foster a love for global literature and cultural understanding by organizing an International Book Club, providing a platform for students to discuss and appreciate diverse literary works. | Students enhance their reading habits, develop critical thinking through discussions, and cultivate empathy by exploring different perspectives and cultural contexts through literature |
| 9. | | | | | |
| 10. | IX A | | Global Issues Panel Discussion: | Promote awareness and critical thinking by organizing a panel discussion on global issues, encouraging students to discuss and analyze complex challenges facing the world today. | Students develop a deeper understanding of global affairs, hone their analytical and communication skills, and foster a sense of responsibility towards addressing pressing global challenges |
| 11. | IX B | | Interactive Historical Timeline: | Create an interactive visual representation of historical events, encouraging students to explore and understand the chronological order of significant moments. | Students gain a comprehensive view of historical timelines, enhancing their historical knowledge, and fostering a deeper appreciation for the interconnectedness of events. |
| 12. | XI | | World Explorer Series - Student Presentations | Showcase students' research and presentation skills by having them present talks on different countries, fostering cross-cultural understanding and global awareness. | Students develop research and public speaking skills, sharing insights into diverse cultures and enhancing the school community's knowledge about various regions |
| 13. | VA | | When and Where Trivia Game | Gamify geographical learning through a trivia game, making the exploration of countries and landmarks engaging and enjoyable for students. | Students improve their geographical knowledge in a fun and interactive manner, fostering healthy competition, and creating a positive learning environment |
| 14. | VB | | Map Puzzle Challenge | Encourage teamwork and geographical understanding through a puzzle challenge where students collaboratively assemble maps of different regions. | Students enhance their map-reading skills, teamwork, and problem-solving abilities, creating a collaborative and interactive learning experience |

| | | | | | |
|-----|-----------------------|--|---|--|--|
| 15. | VIA | | Landmark Charades | Combine fun and learning by organizing a charades game focused on famous landmarks, reinforcing geographical knowledge through creative and active participation. | Students actively engage in learning about landmarks, improve communication skills, and create a lively and inclusive atmosphere during the assembly. |
| 16. | | | | | |
| 17 | VIIA | | National Anthem Showcase: | Foster a love for global literature and cultural understanding by organizing an International Book Club, providing a platform for students to discuss and appreciate diverse literary works. | Students enhance their reading habits, develop critical thinking through discussions, and cultivate empathy by exploring different perspectives and cultural contexts through literature. |
| 18 | VIIB | | Around the World Story Circle | Promote awareness and critical thinking by organizing a panel discussion on global issues, encouraging students to discuss and analyze complex challenges facing the world today. | Students develop a deeper understanding of global affairs, hone their analytical and communication skills, and foster a sense of responsibility towards addressing pressing global challenges. |
| 19 | VIIIA | | Interactive Travel Blogging | Create an interactive visual representation of historical events, encouraging students to explore and understand the chronological order of significant moments. | Students gain a comprehensive view of historical timelines, enhancing their historical knowledge, and fostering a deeper appreciation for the interconnectedness of events. |
| 20 | VIIB | | Outdoor Nature Hunt: Flora and Fauna | Combine outdoor exploration with environmental education by organizing a nature hunt focused on identifying and learning about local flora and fauna. | Students engage with nature, develop observational skills, and foster an appreciation for the environment, promoting a sense of responsibility towards the natural world. |
| 21 | VA | | Cultural Exchange Day | Dedicate a day for students to share aspects of their cultural backgrounds through activities, presentations, and discussions, fostering cross-cultural understanding and appreciation. | Students celebrate diversity, build cultural awareness, and create a more inclusive and harmonious school environment. |
| 22 | VB | | Global Cuisine Day: | Explore cultural diversity through a day dedicated to showcasing and tasting international cuisines, fostering a sensory experience that promotes culinary appreciation. | Students develop an understanding and appreciation for global flavors, promoting a multicultural atmosphere and expanding their culinary horizons. |

| | | | | | |
|----|----------------------|--|---|--|---|
| 23 | | | | | |
| 24 | VIA | | Culture Fair Booths | Organize a mini culture fair where students set up booths representing different countries, providing an interactive platform for cultural exchange and learning. | Students actively participate in creating cultural displays, fostering cross-cultural dialogue, and building a stronger sense of global community within the school |
| 25 | VIB | | Virtual Guest Lectures: | Broaden students' perspectives by inviting virtual guest speakers or experts from various fields to deliver talks, providing insights into diverse topics and global issues. | Students gain exposure to different viewpoints, expand their knowledge base, and develop a broader understanding of the world through expert perspectives |
| 26 | VIA | | Mathematics in Different Cultures: | Explore the cultural aspects of mathematics by highlighting how mathematical concepts are applied in different cultures, fostering cross-cultural understanding and showcasing the universal nature of mathematics. | Students gain insights into diverse mathematical practices, enhancing their appreciation for cultural diversity and recognizing the global relevance of mathematical concepts |
| 27 | VIIB | | Architectural Wonders Showcase | Celebrate the diversity of architectural styles from around the world by showcasing presentations or displays highlighting iconic architectural wonders, promoting an appreciation for cultural heritage and design. | Students learn about the historical and cultural significance of architectural marvels, fostering an understanding of the artistry and engineering achievements across different region |
| 28 | VIIB | | Ethical Tourism Discussion: | Engage students in a thoughtful discussion about ethical considerations in tourism, exploring the impact of travel on different regions and encouraging responsible and sustainable travel practices. | Students develop awareness of the ethical implications of tourism, cultivating a sense of responsibility and promoting informed decision-making when exploring diverse cultures and destinations. |

The Daily Planner for the Month for the given theme/topic:

MONTH- MARCH

| | | | | |
|---------------------|---------------------------------------|---|--|--|
| <u>MARCH</u> | <u>Theme I : WHICH AND HOW</u> | e.g a to z -26 activities associated with the month theme/topic | | |
| | | | | |

| | | | | |
|----------|--------------|---|--|---|
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| <u>1</u> | <u>VA</u> | Which Scientific Discovery Impacts You | Highlight significant scientific discoveries and their impact on daily life. | Increased awareness of the role of science in shaping the world, enhanced curiosity, and inspiration for scientific exploration. |
| <u>2</u> | | | | |
| <u>3</u> | <u>VB</u> | Which Historical Event Resonates" Time Travel Symposium | Explore historical events and their significance. | Enriched historical understanding, improved critical thinking skills, and a deeper connection to the events that have shaped the world. |
| <u>4</u> | <u>VIA</u> | Which Math Challenge to Tackle" Problem-Solving Competition | Enhance mathematical thinking and problem-solving skills. | Improved mathematical proficiency, enhanced teamwork, and increased confidence in tackling complex problems. |
| <u>5</u> | <u>VIB</u> | Which Environmental Issue Matters to You" Eco-Debate | Encourage students to voice their opinions on environmental issues. | Heightened awareness of environmental challenges, improved communication skills, and a sense of empowerment to contribute to environmental conservation. |
| <u>6</u> | <u>VIIA</u> | How to Create a Positive School Environment" Anti-Bullying Campaign: | Promote kindness and prevent bullying | Increased awareness of the impact of bullying, a sense of collective responsibility for a positive atmosphere, and the development of strong anti-bullying attitudes. |
| <u>7</u> | <u>VIIIB</u> | How to Be a Responsible Global Citizen" Global Citizenship Talk: | Instill a sense of global responsibility and awareness. | Enhanced understanding of global issues, increased commitment to responsible actions, and the development of a sense of global citizenship. |
| <u>8</u> | <u>VA</u> | How to Express Yourself" Public Speaking Workshop: | Build confidence and effective communication skills through public speaking. | Improved public speaking abilities, enhanced self-expression, and increased confidence in conveying ideas. |
| <u>9</u> | | | | |

| | | | | |
|-----------|--|--------------------------------------|--|--|
| <u>10</u> | | | | |
| <u>11</u> | | | | |
| <u>12</u> | | GRADUATION DAY VIII, IX & XI | | |
| <u>13</u> | | | | |
| <u>14</u> | | | | |
| <u>15</u> | | | | |
| <u>16</u> | | | | |
| <u>17</u> | | NEW SESSION BEGIN FOR IX, X & XII | | |
| <u>18</u> | | | | |
| <u>19</u> | | | | |
| <u>20</u> | | | | |
| <u>21</u> | | | | |
| <u>22</u> | | | | |
| <u>23</u> | | | | |
| <u>24</u> | | | | |
| <u>25</u> | | | | |
| <u>26</u> | | | | |
| <u>27</u> | | GRADUATION DAY NURSERY TO II | | |
| <u>28</u> | | GRADUATION DAY III TO VII | | |
| <u>29</u> | | | | |
| <u>30</u> | | | | |

The Daily Planner for the Month for the given theme/topic:-

MONTH- APRIL

| | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria | Skill Developed |
|-----|--|---|---|---|-------------------------|
| | <u>Theme-1</u> <u>Who am I, Our stories</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
| | <u>Theme-2</u> <u>Plastic Free Planet</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 30. | <u>4th th A</u> | Who am I Self Awareness skills | Self-awareness activities can help students recognize and understand their emotions. This, in turn, can improve their emotional intelligence, teaching them how to manage and express their feelings appropriately. | | <u>Speaking skills</u> |
| 31. | <u>4th thB</u> | Memory game | Memory games help in enhancing cognitive functions such as memory, attention, and concentration. Players need to remember the location of cards or matching pairs, which exercises their working memory. | Strengthens cognitive skills, which are crucial for learning and problem-solving. | <u>Cognitive Skills</u> |
| 32. | <u>3th A</u> | <u>Role play</u> | Social Interaction: Role-play fosters social interaction and | Promotes the development of social skills, including sharing, taking turns, and active listening. | <u>Speaking skills</u> |

| | | | | | |
|-----|-----------------------|-----------------------------|--|--|--|
| | | | interpersonal skills. It provides opportunities for individuals to engage with others, understand different perspectives, and navigate social situations. | | |
| 33. | 3th B | <u>Storytelling</u> | Cultural Awareness: Stories often carry cultural elements, traditions, and values. Storytelling activities can be used to explore and appreciate diverse cultures, fostering cultural awareness and sensitivity. | Fosters cultural awareness, empathy, and an understanding of global diversity. | Listening skill Speaking skills |
| 34. | 2nd A | <u>Mindfulness exercise</u> | 1. Stress Reduction: Mindfulness exercises are often used as a tool to manage and reduce stress. Engaging in mindful activities helps individuals focus on the present moment, leading to a decrease in stress levels. | Reduces stress levels, promotes a sense of calm, and helps build resilience. | Listening Skills |
| 35. | 2nd B | <u>Creative expression</u> | Emotional Release: Creative expression serves as a channel for the release of emotions. Through art, music, writing, or other creative forms, individuals can express and process complex emotions in a | Enhances emotional intelligence, communication skills, and emotional regulation. | Writing skills |

| | | | | | |
|-----|-------------------------|-------------------------------|---|---|------------------|
| | | | healthy and constructive way. | | |
| 36. | SUNDAY | | | | |
| 37. | 1st A | Character dress up | Imagination and Creativity: Dressing up as different characters encourages children to use their imagination and creativity. It allows them to explore various roles and scenarios, fostering a sense of wonder and curiosity. | Encourages original thinking, problem-solving, and the development of creative ideas. | Speaking Skills |
| 38. | 1st B | Name that sound | Vocabulary Building: This activity contributes to vocabulary development by associating names with specific sounds. Children learn the names of various objects, animals, or actions based on the sounds they produce. | Enhances language skills and the ability to associate sounds with corresponding objects or actions. | Listening Skills |
| 39. | UKG A | Guess the animals | Critical Thinking: Encourage children to analyze clues and make logical deductions to guess the correct animal. | Strengthens critical thinking skills and logical reasoning. | Listening Skills |
| 40. | | | | | |
| 41. | UKG B | Famous people charades | <ul style="list-style-type: none"> Teamwork: Charades are often played in teams. Children learn to work together, discuss strategies, and support each | Improved ability to engage with educational content in a virtual environment. | Speaking Skills |

| | | | | | |
|-----|-------------------------|----------------------------------|--|--|-------------------------------------|
| | | | other in the game, fostering teamwork and collaboration. | | |
| 12. | <u>LKG A</u> | <u>Culture sharing</u> | To expose children to diverse cultures and foster an appreciation for the richness of the world's cultural heritage | . Encourages respect for different traditions, customs, and lifestyles, promoting open-mindedness. | Reading Skills |
| 13. | <u>SUNDAY</u> | | | | |
| | <u>LKG B</u> | <u>Guess the colour</u> | To help children develop and reinforce their ability to recognize and identify different colors. | Enhances visual discrimination skills, an important aspect of early childhood development. | Listening Skills |
| 14. | <u>4th A</u> | <u>Shadow puppets</u> | <p>Understanding Light and Shadows:</p> <p>To help children grasp basic concepts of light and shadows as they observe how puppets create silhouettes on a screen or wall.</p> | Enhances scientific understanding of basic physics concepts | Speaking Skills Listening Skills |
| 15. | | | | | |
| 16. | <u>4th B</u> | <u>Community helpers riddles</u> | <ul style="list-style-type: none"> To challenge children's thinking by presenting them with clues to solve riddles related to community helpers. | Enhances problem-solving skills and critical thinking abilities. | Listening Skills |

| | | | | | |
|-----|-------------------------|-------------------------------------|---|--|-----------------|
| 47. | <u>3rd A</u> | <u>Historical figure flashcards</u> | Historical Awareness: <ul style="list-style-type: none"> To introduce children to important historical figures from various time periods. | Builds a foundational awareness of historical events, fostering an interest in the past. | Reading Skills |
| 48. | <u>3rd B</u> | <u>Weather wizard</u> | Scientific Inquiry: Foster curiosity and a scientific approach to understanding weather patterns. | Promotes critical thinking, questioning, and hypothesis testing. | Speaking Skills |
| 49. | SUNDAY | | | | |
| 50. | <u>2nd A</u> | <u>Family tree project</u> | Help children develop a sense of identity by understanding their familial roots. | Strengthens self-awareness and a sense of belonging. | Writing Skills |
| 51. | <u>2nd B</u> | <u>My super hero</u> | Confidence Building: <ul style="list-style-type: none"> Empower children by allowing them to envision themselves as capable and powerful superheroes. | Boosts self-confidence and a positive self-image. | Speaking Skills |

| | | | | | |
|-----|-------------------------|--|---|---|-------------------------------------|
| 52. | <u>1st A</u> | <u>Mystery number</u> | Collaboration: Facilitate group or team activities where children work together to solve the mystery number. | Promotes teamwork, communication, and cooperative learning. | Listening Skills |
| 53. | <u>1st B</u> | <u>Sports star mystery</u> | Connection to Real-World Sports Events: Relate the sports star mystery to current or historical sports events, creating relevancy. | Enhances understanding of real-world sports scenarios and events. | Speaking Skills Listening Skills |
| 54. | <u>UKG A</u> | <u>Guess the fruits and vegetables</u> | Nutritional Awareness: Introduce children to a variety of fruits and vegetables, promoting awareness of different nutritious foods. | Enhances their knowledge of healthy eating and nutrition. | Speaking Skills Listening Skills |
| 55. | <u>UKG B</u> | <u>Cartoon character clues</u> | Memory Enhancement: Provide a memory-based activity where children remember details about cartoon characters. | Improves memory recall and retention skills. | Listening Skills |
| 56. | <u>SUNDAY</u> | | | | |
| 57. | <u>LKG A</u> | <u>Body parts song</u> | Vocabulary Development: Expand children's vocabulary by introducing them to words associated with | Enhances language skills and the ability to express and communicate about the body. | Listening Skills |

| | | | | | |
|-----|--------------|------------------------|---|---|-----------------|
| | | | various body parts. | | |
| 58. | LKG B | <u>Favorite things</u> | Positive Self-Image: Reinforce positive self-perception by focusing on what children enjoy and appreciate about themselves. | Boosts self-esteem and a positive self-image. | Speaking Skills |

The Daily Planner for the Month for the given theme/topic:

MONTH- MAY

| Dates | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria | |
|-------|--|---|--|---|-----------------|
| | Theme-1 <u>Who am I</u> <u>Personality Traits</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
| | | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 1. | 4th A | <u>Trait Mimicry</u> | Children imitate actions and behaviors of peers and adults to learn essential skills, develop social | Enhances social skills and cognitive development as children learn by imitating actions and behaviors, fostering a sense of | Speaking Skills |

| | | | | | |
|----|-------------------------|---------------------|---|--|-------------------------------------|
| | | | understanding, and build a foundation for language acquisition. | community and understanding. | |
| 2. | <u>4th B</u> | <u>Trait Mirror</u> | Through creative reflection, children use mirrors to explore expressions, enhance self-awareness, and develop a positive self-image, fostering emotional intelligence. | Promotes self-discovery and emotional intelligence as children engage in creative reflection, developing a positive self-image and an understanding of their own emotions. | Writing Skills |
| 3. | <u>3rd A</u> | <u>Trait Art</u> | Art activities encourage creative expression, fine motor skill development, and emotional exploration, nurturing imagination and building confidence in self-expression. | Cultivates creativity, fine motor skills, and emotional expression, allowing children to communicate and explore their feelings while developing a love for artistic expression. | Writing Skills |
| 4. | <u>3rd B</u> | <u>Trait Tags</u> | Using tags to label emotions and characteristics promotes vocabulary development, self-awareness, and social skills, helping children articulate feelings and understand others better. | 1. Builds vocabulary, emotional awareness, and communication skills as children use tags to label and express their emotions, fostering a supportive and expressive | Speaking Skills Listening Skills |

| | | | | | |
|----|-------------------------|--------------------------|---|--|-------------------------------------|
| | | | | classroom environment. | |
| 5. | SUNDAY | | | | |
| 6. | 2nd A | <u>Trait interview</u> | Encourages communication skills and empathy as children engage in role-play conversations, fostering social interaction and understanding. | Enhances communication skills, empathy, and social understanding through imaginative role-play conversations. | Speaking Skills Listening Skills |
| 7. | 2nd B | <u>Trait Puppet Show</u> | Stimulates creativity and imagination as children use puppets to tell stories, enhancing storytelling abilities and promoting cooperative play. | Stimulates creativity, storytelling abilities, and cooperation as kids use puppets to express themselves and collaborate with peers. | Speaking Skills |
| 8. | 1st A | <u>Trait Stories</u> | Develops language skills and cognitive abilities as children engage in storytelling, encouraging creativity, vocabulary expansion, and comprehension. | Develops language skills, cognitive abilities, and creativity by engaging children in the art of storytelling, expanding vocabulary and comprehension. | Speaking Skills Listening Skills |
| 9. | 1st B | <u>Trait Circle</u> | Fosters inclusivity and social interaction as children participate in group activities, promoting cooperation, sharing, and a sense of community. | Fosters inclusivity, cooperation, and a sense of community as children participate in group activities, promoting social interaction and sharing. | Listening Skills |

| | | | | | |
|-----|---------------------|-----------------------------|---|---|------------------|
| 10. | <u>UKG A</u> | <u>Trait Musical Chairs</u> | Enhances motor skills and promotes social interaction as children engage in a lively game, fostering a sense of rhythm and physical coordination. | Improves motor skills, rhythm, and social interaction in a fun and active setting, encouraging physical coordination and cooperative play among children. | Listening Skills |
| 11. | <u>SUMMER CAMP</u> | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |
| 16. | | | | | |
| 17. | <u>SUMMER BREAK</u> | | | | |
| 18. | | | | | |
| 19. | | | | | |
| 20. | | | | | |
| 21. | | | | | |
| 22. | | | | | |
| 23. | | | | | |
| 24. | | | | | |
| 25. | | | | | |
| 26. | | | | | |
| 27. | | | | | |
| 28. | | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 29. | | | | | |
| 30. | | | | | |
| 31. | | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- JULY

| Dates | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria | Skill Developed |
|-------|---|---|--|---|-------------------------------------|
| | <u>Theme 1 : Cognitive Domain</u> <u>Theme 2: Thinking Skills</u> <u>Theme 3: Research skills</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
| | | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 30. | <u>UKG B</u> | Story Building: | <ul style="list-style-type: none"> Fosters creativity and narrative skills by encouraging students to collaboratively build a story. Develops imagination and language proficiency. | hances verbal communication, cooperative learning, and the ability to structure ideas sequentially. | Speaking Skills Listening Skills |

| | | | | | |
|-----|---------------------------|----------------------------|---|---|-------------------------------------|
| 31. | LKGA | Number Hunt: | <ul style="list-style-type: none"> Strengthens numeracy skills by engaging students in a playful search for numbers. Develops number recognition and counting abilities. | Improves mathematical cognition, reinforces understanding of numerical order, and promotes a positive attitude toward numbers. | Listening Skills Reading Skills |
| 32. | LKG B | Letter Sound Relay: | <ul style="list-style-type: none"> Reinforces phonetic awareness and teamwork by having students relay words based on initial letter sounds. Enhances letter-sound associations. | Improves phonemic awareness, strengthens letter recognition, and encourages collaborative learning through a fun and active format. | Speaking Skills Listening Skills |
| 33. | NURSERY A | Shape Sorting: | Develops spatial awareness and classification skills as students categorize shapes based on attributes. Reinforces shape recognition. | Enhances cognitive flexibility, understanding of geometric concepts, and ability to identify and differentiate shapes. | Reading Skills Writing Skills |
| 34. | NURSERY B | Opposite Pairs: | Promotes critical thinking by challenging students to identify and express opposites. Develops vocabulary and language skills. | Improves cognitive flexibility, expands language proficiency, and encourages students to think analytically about | Speaking Skills Listening Skills |

| | | | | | |
|-----|--------------|-------------------------|--|---|-------------------------------------|
| | | | | word meanings. | |
| 35. | <u>IV A</u> | Animal Charades: | <ul style="list-style-type: none"> Enhances communication skills and creativity by having students act out animal behaviors without using words. Develops body language interpretation. | Improves non-verbal communication, encourages creative expression, and reinforces knowledge about various animals. | Speaking Skills |
| 36. | | | | | |
| 37. | <u>IV B</u> | Memory Lane: | <ul style="list-style-type: none"> Stimulates memory recall and observation skills by briefly displaying images for students to remember and discuss. | Enhances short-term memory, attention to detail, and the ability to recall and describe visual information. | Listening Skills |
| 38. | <u>III A</u> | Rhyme Time: | <ul style="list-style-type: none"> Boosts phonemic awareness and language development by engaging students in identifying and creating rhyming words. | Improves auditory discrimination, reinforces sound-symbol relationships, and enhances language play and creativity. | Speaking Skills Listening Skills |

| | | | | | |
|-----|--------------|------------------------------|---|--|-------------------------------------|
| 39. | <u>III B</u> | Colorful Associations | <ul style="list-style-type: none"> Develops cognitive connections by associating colors with objects, emotions, or concepts, fostering creativity and critical thinking. | Strengthens colour recognition, encourages associative thinking, and promotes cognitive flexibility in linking colours with diverse ideas. | Speaking skills Writing skills |
| 40. | <u>II A</u> | Counting Challenge: | <ul style="list-style-type: none"> Reinforces numerical skills and attention to quantity by presenting brief challenges for students to count and respond. | Improves counting proficiency, enhances numerical fluency, and encourages mental math strategies | Speaking Skills Listening Skills |
| 41. | <u>II B</u> | Puzzle Solving: | <ul style="list-style-type: none"> Cultivates problem-solving abilities and critical thinking by presenting students with puzzles to decipher or complete. | Enhances logical reasoning, spatial awareness, and perseverance in tackling challenges. | Listening Skills |
| 42. | <u>I A</u> | Word Web: | <ul style="list-style-type: none"> Expands vocabulary and concept mapping by creating a visual representation of related words around a central theme. | Strengthens language connections, encourages categorization, and promotes a deeper understanding of word relationships. | Writing Skills |

| 43. | | | | | |
|-----|-----------------------|------------------------|--|--|-------------------------------------|
| 44. | 1A | Word Web: | <ul style="list-style-type: none"> Enhances vocabulary and semantic connections by visually organizing related words around a central theme or concept. | Strengthens language comprehension, promotes word association, and encourages a deeper understanding of interconnected concepts. | Speaking Skills |
| 45. | 1B | Pattern Parade: | <ul style="list-style-type: none"> Develops pattern recognition skills by engaging students in identifying, extending, and creating visual patterns. | Enhances visual-spatial reasoning, promotes logical thinking, and reinforces understanding of sequential relationships. | Reading Skills Writing Skills |
| 46. | UKG A | Weather Watch: | <ul style="list-style-type: none"> Cultivates observational and scientific inquiry skills by encouraging students to observe, discuss, and record daily weather conditions. | Improves weather literacy, enhances communication skills, and fosters an appreciation for | Speaking Skills Listening Skills |

| | | | | | |
|-----|-----------------------|------------------------------|---|---|-------------------------------------|
| | | | | the natural environment. | |
| 47. | UKG B | Sensory Exploration: | <ul style="list-style-type: none"> Stimulates sensory perception and descriptive language skills by allowing students to explore objects with various textures, smells, or tastes. | Enhances sensory awareness, encourages descriptive language, and promotes hands-on learning experiences. | Speaking Skills |
| 48. | LKG A | Sound Scavenger Hunt: | <ul style="list-style-type: none"> Develops auditory discrimination and listening skills as students identify and categorize different sounds in their environment. | Improves sound recognition, hones listening abilities, and encourages awareness of the diversity of sounds in the surroundings. | Listening Skills |
| 49. | LKG B | Time Telling Relay: | <ul style="list-style-type: none"> Reinforces time-telling skills in a dynamic way, with students participating in a relay to set and display the correct time. | Enhances understanding of time concepts, encourages teamwork, and reinforces the ability to read analog clocks. | Speaking Skills Listening Skills |

| 50. | | | | | |
|-----|-------------------------|------------------------------|---|--|------------------|
| 51. | <u>NURSERY A</u> | Sorting Sounds | <ul style="list-style-type: none"> Enhances auditory discrimination and classification skills as students sort and categorize sounds based on specific criteria. | Improves sound recognition, promotes logical thinking, and develops the ability to differentiate between various auditory stimuli. | Listening Skills |
| 52. | <u>NURSERY B</u> | Alphabetical Objects: | <ul style="list-style-type: none"> Strengthens letter recognition and alphabet sequencing by having students organize objects alphabetically. | Enhances language skills, reinforces letter-sound associations, and promotes understanding of alphabetical order. | Speaking Skills |
| 53. | <u>IV A</u> | Mystery Bag: | <ul style="list-style-type: none"> Encourages sensory exploration and critical thinking as students use touch or sound to identify hidden objects in a bag. | Develops tactile and auditory discrimination, enhances descriptive language skills, and promotes deductive reasoning. | Speaking Skills |

| | | | | | |
|-----------|-----------------------|-----------------------------|--|--|------------------------------------|
| 54. | IV B | Brain Teasers | <ul style="list-style-type: none"> Challenges students' problem-solving and critical-thinking skills through short and engaging puzzles or riddles. | Improves cognitive flexibility, stimulates creative thinking, and fosters a love for solving problems through mental effort | Reading Skills Listening Skills |
| <u>26</u> | III A | Picture Puzzles: | Develops visual-spatial reasoning by presenting students with images that they must arrange or decipher to form a complete picture. | Enhances pattern recognition, promotes logical thinking, and stimulates creative problem-solving through visual clues. | Listening Skills |
| <u>27</u> | III B | Classroom Detective: | Cultivates observation and deduction skills by turning students into detectives, encouraging them to solve a mystery within the classroom. | Develops critical thinking, attention to detail, and collaborative problem-solving as students work together to unravel the mystery. | Listening Skills |

| <u>28</u> | | | | | |
|-----------|-------------|--------------------------|--|--|-------------------------------------|
| <u>29</u> | <u>II A</u> | Invent a Gadget: | Sparks creativity and innovation by challenging students to conceptualize and describe a gadget that addresses a common problem. | Enhances imaginative thinking, problem-solving skills, and encourages students to express their ideas through inventive and practical solutions. | Speaking Skills |
| <u>30</u> | <u>II B</u> | Story Sequencing: | Reinforces narrative comprehension and sequencing skills as students arrange pictures or events in the correct order to tell a cohesive story. | Improves understanding of story structure, enhances logical sequencing abilities, and fosters communication skills through storytelling. | Speaking Skills Listening Skills |
| <u>31</u> | <u>IA</u> | What If...: | Stimulates imaginative thinking by presenting hypothetical scenarios and encouraging students to explore creative possibilities. | Develops creativity, encourages speculative thinking, and fosters the ability to consider alternative perspectives and outcomes | Speaking Skills |

The Daily Planner for the Month for the given theme/topic:

MONTH- SEPTEMBER

| S.no | Theme/Topic/Activity of the Month | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria | |
|------|--|---|---|--|---|
| | Theme-1 Art and aesthetic skills | e.g a to z -26 activities associated with the month theme/topic | | | |
| | Theme-2 Psychomotor skills | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 16. | | | | | |
| 17. | <u>4th A</u> | Drawing and Painting | Creativity and Imagination: <ul style="list-style-type: none"> Purpose: Encourage children to explore and express their creative ideas | Fosters imaginative thinking, problem-solving, and the ability to generate unique solutions. | Listening Skills Writing Skills |
| 18. | <u>4nd B</u> | Collage Making | <ul style="list-style-type: none"> Purpose: Encourage children to explore their creative side by combining different materials and images. | Fosters imaginative thinking and the ability to create unique compositions. | <u>Speaking skills</u> <u>Imagination skills</u> |
| 19. | <u>3rd A</u> | Nature Art | Connection to Nature: <ul style="list-style-type: none"> Purpose: Foster a connection to the natural world | Develop an appreciation for the environment and understanding of the beauty in nature. | Speaking skills Writing skills |
| 20. | <u>3rd B</u> | Clay Sculptures | <ul style="list-style-type: none"> Purpose: Introduce the concept of creating in three | Develop spatial awareness and an understanding of form. | Speaking Skills |

| | | | | | |
|-----|-------------------|----------------------|---|--|------------------------------------|
| | | | dimensions. | | |
| 21. | 2 nd A | Paper Plate Animals | <ul style="list-style-type: none"> Purpose: Stimulate imagination and creative thinking through the creation of animal characters. | Children use their creativity to design and craft unique paper plate animals. | Listening Skills |
| 22. | 2 nd B | Bubble Wrap Printing | <ul style="list-style-type: none"> Purpose: Introduce the concept of texture through the use of bubble wrap. | Children explore the tactile qualities of different materials | Listening Skills Writing Skills |
| 23. | | | | | |
| 24. | 1 st A | Nature Collage | Connection to Nature: <ul style="list-style-type: none"> Purpose: Foster a connection to the natural world by incorporating natural elements into artwork. | Children develop an appreciation for the environment and its diverse elements. | Speaking Skills Writing Skills |
| 25. | 1 st B | Fingerprint Art | Fine Motor Skills: <ul style="list-style-type: none"> Purpose: Engage in activities involving finger painting, stamping, and creating patterns. | Improves fine motor skills, hand-eye coordination, and dexterity. | Writing Skills |
| 26. | UKG A | Cotton Ball Painting | Color Exploration: <ul style="list-style-type: none"> Purpose: Experiment with different colors and | Introduces basic color theory concepts. | Speaking Skills |

| | | | | | |
|-----|-------|----------------------|--|---|------------------|
| | | | combinations. | | |
| 27. | UKG B | Cotton Ball Painting | Introduction to Basic Art Techniques: <ul style="list-style-type: none"> Purpose: Familiarize children with basic painting techniques using cotton balls. | Introduces them to different artistic methods | Listening Skills |
| 28. | LKG A | String Painting | <ul style="list-style-type: none"> Purpose: Encourage creative expression by exploring different patterns and shapes with string. | <ul style="list-style-type: none"> Children use their imagination to create unique string painting | Writing Skills |
| 29. | LKG B | Sticker Art: | Creativity and Imagination: <ul style="list-style-type: none"> Purpose: Encourage creative expression by arranging stickers to create pictures or scenes. | Children use their imagination to create unique sticker art | Listening Skills |
| 30. | | | | | |
| 16 | EID | | | | |
| 17. | Nur A | Finger Painting | Introduction to Colors: <ul style="list-style-type: none"> Purpose: Explore different colors and learn about color mixing through hands-on painting. | Introduces basic color concepts and combinations. | Writing Skills |

| | | | | | |
|-----|-------------------------|----------------------------|---|---|---|
| 18. | <u>Nur B</u> | Paper Plate Puppets | Storytelling and Role-Playing: <ul style="list-style-type: none"> • Purpose: Integrate storytelling and role-playing by creating characters through puppets. | Enhances narrative skills and imagination. | Listening Skills Speaking Skills |
| 19. | <u>4th A</u> | Hula Hooping | Physical Fitness: <ul style="list-style-type: none"> • Purpose: Engage in a fun and dynamic physical activity to promote | Improves endurance, coordination, and overall physical well-being. | Listening Skills |
| 20. | <u>4th B</u> | Yoga for Kids | <ul style="list-style-type: none"> • Purpose: Introduce relaxation techniques and breathing exercises to manage stress. | Provides tools for stress reduction and improved mental well-being. | Listening Skills |
| 21. | <u>3rd A</u> | Skiping Rope | Coordination and Timing: <ul style="list-style-type: none"> • Purpose: Develop coordination, timing, and rhythm by mastering various skipping techniques. | Enhances gross motor skills and spatial awareness. | Listening Skills Physical coordination |
| 22. | | | | | |
| 23. | <u>3rd B</u> | Dance Routines | <ul style="list-style-type: none"> • Purpose: Encourage creative expression through dance movements and routines. | Children express themselves artistically and emotionally. | Speaking Skills Listening Skills |

| | | | | | |
|-----|-------------------------|---------------------------|--|---|--|
| | | | | | |
| 24. | <u>2nd A</u> | Balloon Volleyball | Hand-Eye Coordination: <ul style="list-style-type: none"> Purpose: Improve hand-eye coordination by hitting the balloon with hands or other body parts. | Improves auditory processing and attention | Hand-Eye Coordination: Listening Skills |
| 25. | <u>2nd B</u> | Simon Says | Listening Skills: <ul style="list-style-type: none"> Purpose: Enhance listening skills by following verbal instructions in the game | Enhances coordination and reflexes. | Listening Skills: |
| 26. | <u>1st A</u> | Hopscotch | Gross Motor Skills: <ul style="list-style-type: none"> Purpose: Engage in a physical activity that involves hopping, jumping, and balancing. | Develops gross motor skills, coordination, and balance. | Listening Skills: Gross Motor Skills: |
| 27. | <u>1st B</u> | <u>hopscotch</u> | Numeracy Skills: <ul style="list-style-type: none"> Purpose: Introduce basic numeracy concepts through the numbered squares in hopscotch. | Reinforces counting, number recognition, and sequencing. | Reading Skills |
| 28. | <u>UKG A</u> | Animal Walks | Body Awareness: <ul style="list-style-type: none"> Purpose: Enhance | Improves spatial awareness and kinesthetic understanding. | Listening Skills |

| | | | | | |
|-----|--------------|------------------------|---|--|------------------|
| | | | awareness of body movements and different ways of using the body. | | |
| 29. | | | | | |
| 30. | <u>UKG B</u> | Balloon Balance | Focus and Concentration: <ul style="list-style-type: none"> Purpose: Balancing a balloon requires focus and concentration. | Improves attention and concentration skills. | Listening Skills |

The Daily Planner for the Month for the given theme/topic:

MONTH- OCTOBER

| | | | | | |
|----|------------------------|---|--|---|-------------------------------------|
| | <u>Theme-1</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
| | | | | | |
| | <u>LITERARY SKILLS</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 1. | <u>LKG A</u> | Storytelling Cards | Cultivates creativity, language skills, and narrative development as kids use visual prompts to create and share their own stories. | . Develops language and creativity skills, encouraging imagination and narrative building as users engage in storytelling activities. | Speaking Skills Listening skills |
| 2. | <u>LKG B</u> | Show and Tell | Encourages communication and confidence by allowing children to share personal items, fostering self-expression and public speaking skills. | Fosters communication skills and self-expression, allowing users to share personal experiences and interests with the AI. | Speaking Skills |
| 3. | | | | | |
| 4. | <u>Nursery A</u> | Rhyme Time | Enhances language development, phonemic awareness, and memory as children engage in rhythmic and rhyming activities, promoting literacy skills. | Improves language and literacy skills through rhythmic activities, promoting phonemic awareness and vocabulary expansion. | Speaking Skills |
| 5. | <u>Nursery B</u> | Art and Crafts | Stimulates creativity, fine motor skills, and self-expression as children engage in hands-on activities, fostering imagination and artistic exploration. | Stimulates creativity and relaxation, providing users with a medium for self-expression and artistic exploration. | Writing Skills |

| | | | | | |
|-----|-------------------------|----------------------------|---|---|-------------------------------------|
| 6. | <u>4th A</u> | Science Experiments | Promotes curiosity, critical thinking, and a love for learning through hands-on exploration and discovery of scientific principles. | Promotes curiosity and learning, allowing users to explore scientific concepts in a hands-on and interactive manner. | Listening skills |
| 7. | <u>4th B</u> | Reader's Theater | Develops reading, comprehension, and teamwork skills as children act out stories together, fostering a deeper understanding of literature. | Enhances reading comprehension and teamwork, enabling users to actively participate in the interpretation of stories. | Reading skills |
| 8. | | | | | |
| 9. | <u>3rd A</u> | Puzzle game | Enhances problem-solving, spatial reasoning, and collaboration as kids work together to solve puzzles, promoting cognitive development. | Develops problem-solving skills and cognitive abilities, offering users a challenging and engaging activity to stimulate their minds. | Listening skills Speaking Skills |
| 10. | <u>3rd B</u> | Bookmaking | Fosters literacy, creativity, and a sense of accomplishment as children create and illustrate their own books, encouraging a love for reading and storytelling. | Fosters literacy and creativity, empowering users to create and personalize their own virtual books, encouraging a love for reading. | Writing skills Reading skills |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | <u>2nd A</u> | <u>Finger painting</u> | Promotes sensory exploration, fine motor skills, and self-expression as children engage in a tactile and colorful art activity. | Provides a sensory and artistic outlet, allowing users to engage in a tactile and visually stimulating experience. | Writing skills |
| 15. | | | | | |
| 16. | | | | | |

| | | | | | |
|-----|-------------------------|----------------------------|--|--|-------------------------------------|
| 17. | <u>2nd B</u> | <u>Simple cleanup</u> | Instills responsibility and organizational skills as children participate in maintaining a clean and organized environment, fostering a sense of community. | Instills a sense of responsibility and orderliness, encouraging users to maintain a clean and organized virtual environment. | Listening Skills |
| 18. | <u>1st A</u> | <u>Modelling Behavior</u> | Encourages positive social skills and emotional intelligence as children observe and mimic appropriate behaviors modeled by teachers and peers | Encourages positive social interactions and emotional intelligence, providing users with examples of appropriate behaviors to observe and follow. | Listening skills Speaking Skills |
| 19. | <u>1st B</u> | <u>Role - play</u> | Enhances social and emotional development as children engage in imaginative scenarios, promoting communication skills, empathy, and creativity. | Develops social and emotional skills, fostering empathy, communication, and creativity as children engage in imaginative scenarios and take on different roles. | Speaking Skills |
| 20. | | | | | |
| 21. | <u>UKG A</u> | <u>Playdough Creations</u> | Stimulates sensory exploration and fine motor skills, fostering creativity and imaginative play while improving hand-eye coordination. | Stimulates sensory exploration, enhances fine motor skills, and encourages creativity as children mold and shape playdough into various forms, fostering both artistic expression and tactile development. | Writing skills Creative skills |
| 22. | <u>UKG B</u> | <u>Free Drawing</u> | Encourages self-expression and creativity, allowing children to convey their thoughts, feelings, and ideas through art, fostering individuality and fine motor skills. | Fosters self-expression, creativity, and fine motor skills as children use art to communicate thoughts and feelings, encouraging individuality and imaginative thinking. | Creative skills |

| | | | | | |
|-----|------------------|-------------------------------|--|--|-------------------------------------|
| 23. | <u>LKG A</u> | <u>Group Play with Blocks</u> | Promotes teamwork, spatial awareness, and problem-solving skills as children collaborate to build structures, fostering social interaction and cognitive development | Promotes teamwork, spatial awareness, and problem-solving as children collaborate to build structures, fostering social skills, and cognitive development through shared play experiences. | Listening skills |
| 24. | <u>LKG B</u> | <u>Caring for Plants</u> | Cultivates responsibility and environmental awareness as children learn to care for living things, fostering a sense of empathy and connection to nature. | Instills a sense of responsibility as children learn to nurture living things, fostering empathy and a connection to nature. | Speaking skills Listening skills |
| 25. | <u>Nursery A</u> | <u>Animal sound game</u> | Enhances auditory discrimination and cognitive skills as children match animal sounds to the corresponding animals, promoting learning about the animal kingdom in a fun and engaging way. | Enhances auditory discrimination and cognitive skills as children match sounds to corresponding animals, fostering early learning about the animal kingdom. | Listening skills |
| 26. | <u>Nursery B</u> | <u>Sharing Circle</u> | Fosters a sense of community and emotional development as children share their thoughts, experiences, and feelings, encouraging communication skills, empathy, and a supportive classroom | Promotes emotional development as children share thoughts and experiences, fostering communication skills, empathy, and a supportive classroom environment. | Speaking skills |

| | | | | | |
|-----|--|--|--------------|--|--|
| | | | environment. | | |
| 27. | | | | | |
| 28. | | | | | |
| 29. | | | | | |
| 30. | | | | | |

| S.no | Theme/Topic/Activity of the Month -November | The details of the daily activity | Purpose/Objective | Outcomes/Success Criteria | | Skill Developed |
|------|---|-----------------------------------|-------------------|---------------------------|--|-----------------|
|------|---|-----------------------------------|-------------------|---------------------------|--|-----------------|

| | | | | | | |
|-----------|---|---|--|--|--|--|
| | <u>Theme I : Life Skills-</u> <u>F.L.I.P.S.</u> <u>NOVEMBER</u> | e.g a to z -26 activities associated with the month theme/topic | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | | |
| <u>1.</u> | | | | | | |
| <u>2.</u> | | | | | | |
| <u>3.</u> | | | | | | |
| <u>4</u> | | | | | | |
| <u>5.</u> | | | | | | |

| | | | | | |
|----|-------------|-----------------------------|---|--|------------------------|
| 6. | | | | | |
| 7. | <u>lv a</u> | Communication Skills | The purpose of teaching communication skills is to enable individuals to convey information effectively, express thoughts and ideas clearly, and listen actively in various personal and professional contexts. | Effective Expression: Students will be able to express themselves clearly and concisely, both verbally and in writing. Active Listening: Develop the ability to actively listen, understand others' perspectives, and respond appropriately. | Speaking Skills |
| 8. | <u>lv B</u> | Critical Thinking: | The purpose of teaching critical thinking is to equip individuals with the ability to analyze information, evaluate arguments, and make reasoned decisions. | Analytical Skills: Develop the ability to analyze information critically, identifying key elements and patterns. <ul style="list-style-type: none"> • Problem-Solving: Enhance problem-solving skills by approaching challenges systematically and creatively. • Decision-Making: Make informed decisions based on logical reasoning and a comprehensive understanding of the situation. • Research Skills: Acquire skills to gather, evaluate, and synthesize information from various sources. Reflection: Encourage self-reflection to identify personal biases, assumptions, and areas for improvement in thinking processes | |

| | | | | | |
|-----------|--------------|-------------------------------|--|---|--|
| <u>9.</u> | <u>III A</u> | Decision-Making | The purpose of teaching decision-making is to empower individuals with the skills to assess options, weigh consequences, and make choices aligned with their goals and values. | <p>Critical Evaluation: Develop the ability to critically evaluate options and consider potential outcomes.</p> <p>Risk Assessment: Assess risks and benefits associated with different choices.</p> <p>Ethical Decision-Making: Make decisions that align with ethical principles and values.</p> <p>Confidence: Gain confidence in making decisions, understanding that mistakes are opportunities for learning.</p> <p>Planning and Execution: Develop skills in planning and executing decisions effectively.</p> | |
| <u>10</u> | | | | | |
| <u>11</u> | <u>III B</u> | Emotional Intelligence | The purpose of teaching emotional intelligence is to help students recognize, understand, and manage their own emotions and empathize with others. It aims to create a positive and supportive learning environment, enhance interpersonal relationships, and foster overall well-being. | <p>Self-Awareness: Develop an understanding of one's own emotions, strengths, and areas for growth.</p> <p>Emotion Regulation: Acquire skills to manage and regulate emotions in various situations.</p> <p>Empathy: Cultivate the ability to understand and share the feelings of others.</p> <p>Effective Communication: Enhance communication skills by expressing emotions in a healthy and constructive manner.</p> <p>Conflict Resolution: Develop skills to resolve conflicts peacefully and maintain positive relationships.</p> | |

| | | | | |
|-----------|-------------|------------------------------------|---|--|
| <u>12</u> | <u>II A</u> | Time Management: | The purpose of teaching time management is to equip students with skills to organize and prioritize tasks effectively, promoting a sense of responsibility and productivity. | Task Prioritization: Develop the ability to prioritize tasks based on importance and deadlines. Planning and Scheduling: Acquire skills to create schedules and plan daily activities. Goal Setting: Set realistic goals and work towards achieving them within given timeframes. Efficient Work Habits: Cultivate habits that promote efficient use of time during individual and group activities. Time Awareness: Develop an awareness of the passage of time and the importance of punctuality. |
| <u>13</u> | <u>II B</u> | Teamwork and Collaboration: | <ul style="list-style-type: none"> • The purpose of teaching teamwork and collaboration is to instill in students the value of working together towards common goals, fostering social skills, and preparing them for collaborative endeavors in the future. | •Communication Skills: Enhance verbal and non-verbal communication within a team setting. •Conflict Resolution: Develop skills to resolve conflicts within a team in a constructive manner. •Role Understanding: Understand and appreciate different roles within a team. •Responsibility and Accountability: Cultivate a sense of responsibility for individual tasks and accountability to the team. •Celebrate Diversity: Appreciate and celebrate the diversity of skills and perspectives within a team. |
| <u>14</u> | <u>IA</u> | Adaptability: | Purpose: The purpose of teaching adaptability is to equip students with the skills to navigate change, face challenges, and thrive in diverse and dynamic | Flexibility: Develop the ability to adjust to changing circumstances with an open and positive attitude. Problem-Solving: Enhance problem-solving skills to address challenges and obstacles. |

| | | | | | |
|-----------|------------|--------------------|--|---|--|
| | | | environments. | Resilience: Cultivate resilience in the face of setbacks and adversity. Open-Mindedness: Foster an open-minded approach to new ideas, perspectives, and ways of doing things. Decision-Making in Uncertainty: Develop confidence in making decisions even when faced with uncertainty. | |
| <u>15</u> | | | | | |
| <u>16</u> | <u>I B</u> | Resilience: | The purpose of teaching resilience is to empower individuals with the skills to bounce back from challenges, setbacks, and adversity, promoting mental and emotional well-being. | Learning Outcomes: <ol style="list-style-type: none"> 1. Coping Strategies: Develop effective coping mechanisms to manage stress and adversity. Positive Mindset: Cultivate a positive and optimistic mindset in the face of challenges. Problem-Solving: Enhance problem-solving skills to navigate difficulties proactively. Adaptability: Develop the ability to adapt to change and learn from experiences. Self-Efficacy: Foster a sense of self-efficacy and confidence | |
| <u>17</u> | | | | | |

| | | | | | |
|-----------|--------------|-----------------------------|--|---|--|
| <u>18</u> | <u>UKG A</u> | Financial Literacy: | <p>The purpose of teaching financial literacy is to equip individuals with the knowledge and skills needed to make informed and responsible financial decisions, fostering financial well-being.</p> | <p>Learning Outcomes:</p> <p>Budgeting: Develop skills to create and manage a budget based on income and expenses.</p> <p>Savings: Understand the importance of saving money and strategies for building a savings habit.</p> <p>Basic Investing: Learn fundamental concepts of investing and the potential benefits and risks.</p> <p>Debt Management: Understand the implications of debt and strategies for responsible borrowing.</p> <p>Financial Goal Setting: Set and work towards short-term and long-term financial goals.</p> | |
| <u>19</u> | <u>UKG B</u> | Health and Wellness: | <p>The purpose of teaching health and wellness is to promote a holistic understanding of physical, mental, and emotional well-being, fostering a healthy lifestyle.</p> | <p>Nutrition Knowledge: Understand the importance of a balanced diet and make healthy food choices.</p> <p>Physical Activity: Develop habits of regular physical activity and understand its benefits.</p> <p>Mental Health Awareness: Recognize the importance of mental health and strategies for maintaining it.</p> <p>Personal Hygiene: Cultivate good personal hygiene habits for overall well-being.</p> <p>Stress Management: Acquire skills to manage stress and promote mental resilience.</p> | |

| | | | | | |
|-----------|--------------|-----------------------------|---|---|--|
| | | | | | |
| <u>20</u> | <u>LKG A</u> | Leadership Skills | <p>The purpose of teaching leadership skills is to nurture individuals with the ability to inspire, guide, and positively influence others in various contexts.</p> | <p>Effective Communication: Develop strong communication skills to convey ideas and inspire others.</p> <p>Decision-Making: Make informed and ethical decisions that align with organizational or group goals.</p> <p>Team Building: Foster teamwork and collaboration by recognizing and utilizing individual strengths.</p> <p>Vision and Goal Setting: Set a clear vision and goals, motivating others to work towards a common objective.</p> <p>Adaptability: Demonstrate flexibility and adaptability in leading others through change and challenges.</p> | |
| <u>21</u> | <u>LKG B</u> | Conflict Resolution: | <p>The purpose of teaching conflict resolution is to equip individuals with the skills to manage and resolve conflicts in a constructive and positive manner.</p> | <p>•Communication Skills: Enhance effective communication to express concerns and listen to others.</p> <p>•Empathy: Develop empathy to understand different perspectives and emotions in a conflict.</p> <p>•Negotiation Skills: Acquire skills in negotiation to find mutually agreeable solutions.</p> <p>•Mediation Techniques: Learn techniques for mediating conflicts and facilitating resolutions.</p> <p>•Respectful Disagreement: Cultivate an environment where disagreement is approached with respect and openness.</p> | |

| | | | | | |
|-----------|------------------|-----------------------------|--|--|--|
| <u>22</u> | <u>NURSERY A</u> | Networking | The purpose of teaching networking is to help individuals build and maintain professional relationships, fostering career growth and opportunities. | <ul style="list-style-type: none"> •Communication Skills: Develop effective communication skills for networking events and professional interactions. •Relationship Building: Learn strategies for building and nurturing professional relationships. •Informational Interviewing: Acquire skills in conducting informational interviews to gather insights and advice. •Networking Etiquette: Understand proper etiquette and norms in professional networking settings. •Digital Networking: Utilize online platforms for professional networking and personal branding. | |
| <u>23</u> | <u>NURSERY B</u> | Cultural Competence: | The purpose of teaching cultural competence is to foster an understanding and appreciation of diverse cultures, promoting inclusivity and effective communication in a globalized world. | <ul style="list-style-type: none"> Cultural Awareness: Develop an awareness and appreciation of different cultures. Respect for Diversity: Cultivate respect for diverse perspectives, beliefs, and traditions. Cross-Cultural Communication: Enhance skills in communicating effectively across cultures. Inclusivity: Foster an inclusive and welcoming environment that values diversity. Global Citizenship: Encourage a sense of global citizenship and responsibility towards a diverse world. | |
| <u>24</u> | | | | | |
| <u>25</u> | <u>IV A</u> | Digital Literacy: | The purpose of cultivating a positive learning culture is to create an environment | <ul style="list-style-type: none"> •Digital Safety: Understand online risks and practice safe and responsible use of digital platforms. | |

| | | | | | |
|-----|-----------------------|------------------------------|--|---|--|
| | | | that fosters curiosity, collaboration, and a lifelong love for learning. | <ul style="list-style-type: none"> •Information Literacy: Develop skills to critically evaluate and navigate digital information sources. •Technical Competence: Acquire proficiency in using digital tools for communication, collaboration, and problem-solving. •Digital Citizenship: Foster responsible and ethical behavior in the digital space. •Adaptability to Technology: Develop the ability to adapt to and embrace new technologies as they emerge. | |
| 55. | IV B | Flexible Environment: | The purpose of creating a flexible learning environment is to cater to diverse learning styles, preferences, and needs, promoting adaptability and engagement | <ul style="list-style-type: none"> •Personalized Learning: Experience and appreciate learning that accommodates individual interests and strengths. •Responsibility: Develop a sense of responsibility for one's own learning and choices within a flexible setting. •Collaboration: Enhance collaborative skills through group activities and project-based learning. •Adaptability: Cultivate adaptability by experiencing and navigating different learning environments. •Autonomy: Foster autonomy in learning, encouraging students to take ownership of their educational journey. | |
| 56. | III A | Learning Culture: | <ul style="list-style-type: none"> • The purpose of cultivating a positive learning culture is to create an environment that fosters curiosity, collaboration, and a lifelong love for learning. • | <div></div> <div></div> <div></div> <ul style="list-style-type: none"> •Curiosity: Develop a curious mindset and an eagerness to explore and discover new things. •Respect: Cultivate respect for diverse perspectives, ideas, and the learning process. •Growth Mindset: Foster a growth mindset | |

| | | | | | |
|-----|--------------|----------------------|---|--|-----------------------|
| | | | | <p>that embraces challenges and sees effort as a path to mastery.</p> <p>Collaboration: Promote a culture of collaboration where students work together to achieve common goals.</p> <p>Joy of Learning: Instill a love for learning by making it an enjoyable and meaningful experience.</p> | |
| 57. | <u>III B</u> | Intentional Content: | <p>The purpose of delivering intentional content is to ensure that educational materials are purposefully selected and designed to meet specific learning objectives.</p> | <p>Clarity of Concepts: Understand and master key concepts through well-structured and intentional content.</p> <p>Application of Knowledge: Apply learned content to solve real-world problems and situations.</p> <p>Critical Thinking: Develop critical thinking skills through engaging and thought-provoking content.</p> <p>Relevance: Recognize the relevance of the content to personal, academic, and real-world contexts.</p> <p>Holistic Understanding: Gain a holistic understanding of subjects through carefully curated and sequenced content.</p> | <p>Comment [WU1]:</p> |

| | | | | | |
|-----|-------------|------------------------|---|---|--|
| 58. | <u>II A</u> | Professional Educator: | <p>The purpose of cultivating professional educators is to ensure that teachers are well-prepared, knowledgeable, and skilled in facilitating effective learning experiences.</p> | <p>Pedagogical Skills: Develop effective teaching methods and strategies that cater to diverse learning styles.</p> <p>Content Knowledge: Possess a deep understanding of the subject matter being taught.</p> <p>Communication Skills: Communicate information clearly and engage students in meaningful discussions.</p> <p>Adaptability: Adapt teaching approaches to meet the evolving needs of students and the learning environment.</p> <p>Student Support: Provide support, guidance, and encouragement to foster student success.</p> | |
| 59. | <u>II B</u> | ss | <p>The purpose of promoting student ownership is to empower students to take an active role in their learning journey, fostering responsibility and self-efficacy.</p> | <p>Self-Directed Learning: Develop the ability to set personal learning goals and pursue them independently.</p> <p>Time Management: Learn effective time management skills to balance academic and personal responsibilities.</p> <p>Initiative: Take initiative in exploring additional learning resources and opportunities.</p> <p>Reflection: Reflect on personal strengths, areas for improvement, and learning experiences.</p> <p>Ownership of Progress: Take responsibility for academic progress</p> | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | and engage in ongoing self-assessment. | |
| | | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- DECEMBER

| <u>DATE</u> | <u>Theme-1 LITERARY SKILL- I.M.T</u> | e.g a to z -26 activities associated with the month theme/topic | <u>Purpose/ objectives</u> | <u>Outcomes/success criteria</u> |
|-------------|--|---|---|--|
| | | | | |
| | <u>I.M.T.</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | |
| 17. | | | | |
| 18. | <u>IA</u> | Letter Treasure Hunt: writing skill | <ul style="list-style-type: none"> Reinforce letter recognition. Enhance fine motor skills as students search for letters | <ul style="list-style-type: none"> Improved letter identification. Increased familiarity with the alphabet. Development of fine motor skills. |
| 19. | <u>IB</u> | Story Cubes: speaking skill | <ul style="list-style-type: none"> Boost creativity and imagination. Develop narrative and storytelling skills. | <ul style="list-style-type: none"> Enhanced creativity. Improved storytelling abilities. |
| 20. | <u>IIA</u> | Word Family Sorting: reading skill | <ul style="list-style-type: none"> Reinforce word families. Develop phonemic | <ul style="list-style-type: none"> Increased understanding of word patterns. Strengthened phonemic |

| | | | | |
|-----|----------------------|---|---|---|
| | | | awareness. | awareness. • Vocabulary expansion. |
| 21. | IIB | Rhyming Relay: speaking skill | <ul style="list-style-type: none"> • Reinforce rhyming skills. • Promote teamwork and cooperation. | <ul style="list-style-type: none"> • Improved ability to identify rhyming words. • Enhanced teamwork and social skills. • Vocabulary enrichment. |
| 22. | IIIA | Sentence Building: writing skill | <ul style="list-style-type: none"> • Develop sentence construction skills. • Enhance understanding of grammar and syntax. | <ul style="list-style-type: none"> • Improved sentence formation. • Increased awareness of grammar. • Strengthened communication skills |
| 23. | IIIB | Read-Aloud Corner: listening skill | <ul style="list-style-type: none"> • Cultivate a love for reading. • Improve listening skills. | <ul style="list-style-type: none"> • Increased interest in reading. • Enhanced listening comprehension |
| 24. | | | | |
| 25. | IVA | Word Puzzles: reading skill | <ul style="list-style-type: none"> • Enhance vocabulary. • Reinforce spelling and word recognition. | <ul style="list-style-type: none"> • Improved vocabulary. • Strengthened spelling skills |

| | | | | |
|-----|-----------------------|--|--|---|
| 26. | IVB | Character Dress-Up Day: speaking skill | <ul style="list-style-type: none"> • Foster creativity and imagination. • Encourage a connection between literature and personal experience. | <ul style="list-style-type: none"> • Enhanced creativity. • Increased understanding of characters. |
| 27. | NUR A | Story Cubes: speaking skill | <ul style="list-style-type: none"> • Boost creativity and imagination. • Develop narrative and storytelling skills. | <ul style="list-style-type: none"> • Enhanced creativity. • Improved storytelling abilities. |
| 28. | NUR B | Creative Drawing and Storytelling: speaking and writing skill | <ul style="list-style-type: none"> • Stimulate creativity and self-expression. • Develop storytelling and narrative skills. | <ul style="list-style-type: none"> • Enhanced creative expression. • Improved storytelling abilities. |
| 29. | LKG A | Recording: listening and speaking skill | <ul style="list-style-type: none"> • Introduce basic technology skills. • Enhance oral communication and presentation skills. | <ul style="list-style-type: none"> • Familiarity with basic recording devices. • Improved oral communication. |
| 30. | LKG B | Scene Creation: writing skill | <ul style="list-style-type: none"> • Encourage visualization and interpretation. • Reinforce comprehension of stories or concepts. | <ul style="list-style-type: none"> • Improved comprehension. • Enhanced visualization skills. |

| | | | | |
|-----|--------------|--|---|--|
| | | | | |
| 31. | <u>UKG A</u> | Book Introduction: speaking skill | <ul style="list-style-type: none"> • Cultivate interest in literature. • Set the stage for comprehension and discussion. | <ul style="list-style-type: none"> • Increased interest in reading. • Improved listening and comprehension skills. |
| 32. | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | <u>UKG B</u> | Class Screening: listening skill | <ul style="list-style-type: none"> • Showcase and celebrate student work. • Encourage peer-to-peer learning and appreciation. | <ul style="list-style-type: none"> • Boosted confidence as students present their work. • Fostering a positive and supportive classroom environment. |
| 24 | <u>LA</u> | Character Drawing: writing skill | <ul style="list-style-type: none"> • Foster creativity and imagination. • Develop fine motor skills through drawing. | <ul style="list-style-type: none"> • Enhanced creativity. • Improved fine motor skills. |
| 25 | CHRISTMAS | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | | | | |

| | | | | |
|----|--|--|--|--|
| 29 | | | | |
| 30 | | | | |
| 31 | | | | |

The Daily Planner for the Month for the given theme/topic:

MONTH- JANUARY

| <u>DATE</u> | <u>Theme 1 :</u> <u>WHAT AND</u> <u>WHERE</u> <u>Theme 2:</u> <u>Theme 3:</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
|-------------|---|---|--|--|--|
| | | | | | |
| | | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| <u>1</u> | | | | | |
| <u>2</u> | | | | | |

| | | | | | |
|----------|-------------------------|---------------------|--|--|--|
| <u>3</u> | | | | | |
| <u>4</u> | | | | | |
| <u>5</u> | | | | | |
| <u>6</u> | | | | | |
| <u>7</u> | <u>4th A</u> | Science exploration | Fosters curiosity and critical thinking through hands-on experiments, encouraging a deeper understanding of natural phenomena. | Fosters a love for inquiry-based learning, encouraging participants to develop critical thinking skills and a deeper appreciation for the scientific method. | Speaking skills Critical thinking |

| | | | | | | |
|-----------|-------------------------|-----------------------|---|---|---------------------------------------|--|
| <u>8</u> | <u>4th B</u> | Nature Scavenger Hunt | Promotes outdoor engagement, teamwork, and environmental awareness while honing observation skills. | Promotes environmental awareness, teamwork, and observation skills, instilling a sense of connection with nature and the importance of conservation. | Speaking skills Listening skills | |
| <u>9</u> | <u>3rd A</u> | Gardening Group | Nurtures a sense of responsibility and appreciation for nature, fostering environmental stewardship and sustainable practices. | Cultivates a sense of responsibility and environmental stewardship, providing hands-on experience in nurturing plant life while fostering a community committed to sustainable practices. | Listening skills Leadership skills | |
| <u>10</u> | <u>3rd B</u> | Cultural Celebration | Encourages diversity appreciation, cross-cultural understanding, and community building through shared traditions and celebrations. | Builds cultural competence, empathy, and community cohesion by celebrating diversity and fostering understanding of different traditions and customs. | Speaking skills | |

| | | | | | | |
|-----------|-------------------------|----------------------------|---|---|-----------------------------------|--|
| <u>11</u> | <u>2nd A</u> | Mini – Math Games | Makes learning math enjoyable and interactive, enhancing problem-solving skills and numerical fluency in a playful setting. | Enhances mathematical proficiency, problem-solving abilities, and a positive attitude towards learning by making math engaging and enjoyable. | Listening skills | |
| <u>12</u> | | | | | | |
| <u>13</u> | <u>2nd B</u> | Simple Science Experiments | Sparks curiosity, cultivates the scientific method, and provides a hands-on approach to learning fundamental scientific principles. | Develops a curiosity-driven mindset, promotes scientific literacy, and hones practical skills as participants explore and understand scientific principles through hands-on activities. | Speaking skills Writing skills | |

| | | | | | | | |
|---------------------------|---|-------------------------|--|--|-------------------------------------|--|--|
| <u>14</u> | <u>1st A</u> | Nature Exploration walk | Encourages mindfulness, physical activity, and an appreciation for the outdoors while fostering a connection with the natural world. | Encourages physical activity, mindfulness, and a deeper connection with the natural world, contributing to overall well-being and fostering a sense of environmental responsibility. | Writing skills Speaking skills | | |
| <u>15</u> | <u>1st B</u> | Storytime Circle | Develops literacy skills, imagination, and social bonds through shared storytelling experiences. | Enhances language and communication skills, stimulates imagination, and builds social bonds as participants engage in shared storytelling experiences. | Speaking skills Listening skills | | |
| <u>16</u> | <u>UKG A</u> | Number Hunt | Reinforces numerical skills through a fun and engaging activity, promoting math fluency and problem-solving in a real-world context. | Reinforces numerical fluency, problem-solving skills, and teamwork, making mathematics relevant and enjoyable through a scavenger hunt format. | Listening skills | | |

| | | | | | |
|---------------------------|------------------------------|----------------------|---|---|-----------------------------------|
| <u>17</u> | <u>UKG B</u> | Show and Tell | Fosters communication skills and confidence as students share and express themselves, nurturing a positive classroom environment. | Encourages communication skills and self-confidence as students share personal items, fostering a positive and supportive classroom environment. | Speaking skills |
| <u>18</u> | <u>LKG A</u> | Alphabet Art Station | Integrates art with early literacy, enhancing letter recognition and fine motor skills through creative expression. | Integrates art and early literacy, enhancing letter recognition and fine motor skills through creative expression, laying the foundation for future learning. | Writing skills Speaking skills |
| <u>19</u> | | | | | |

| | | | | | |
|---------------------------|----------------------------------|----------------------------|---|--|-------------------------------------|
| <u>20</u> | <u>LKG B</u> | Role Play | Develops social skills, creativity, and confidence by encouraging imaginative play and collaborative storytelling. | Develops social skills, creativity, and confidence by encouraging imaginative play and collaborative storytelling, fostering holistic development in young learners. | Speaking skills |
| <u>21</u> | <u>Nursery A</u> | Simple Science Experiments | Sparks curiosity and a love for learning by introducing basic scientific concepts through hands-on and age-appropriate experiments. | Sparks early curiosity and a love for learning by introducing basic scientific concepts through age-appropriate, hands-on experiments. | Speaking skills Writing skills |
| <u>22</u> | <u>Nursery B</u> | Rhyme Time Sing-Along | Enhances language development, rhythm, and coordination through the joy of singing, promoting a positive attitude towards language. | Enhances language development, rhythm, and coordination through singing, promoting a positive attitude towards language learning in a fun and engaging way. | Listening skills Speaking skills |

| | | | | | |
|---------------------------|---|------------------------------|---|--|------------------------------------|
| <u>23</u> | <u>4th A</u> | History Time Capsule project | Encourages historical understanding and creativity as students create time capsules, fostering a sense of connection with the past. | Cultivates historical understanding and creativity as students create time capsules, fostering a sense of connection with the past and historical empathy. | Reading skills Speaking skills |
| <u>24</u> | <u>4th B</u> | Health Habits Relay | Promotes teamwork and a healthy lifestyle through physical activity, reinforcing the importance of good health habits. | Promotes teamwork and a healthy lifestyle through physical activity, reinforcing the importance of good health habits and collaboration. | Listening skills Writing skills |
| <u>25</u> | <u>3rd A</u> | Spelling Bee Challenge | Enhances spelling skills, vocabulary, and public speaking confidence, promoting a culture of literacy and linguistic excellence. | Enhances spelling skills, vocabulary, and public speaking confidence, promoting a culture of literacy and linguistic excellence. | Speaking skills |

| | | | | | |
|-----------|-------------------------|-------------------------|--|--|-----------------------------------|
| <u>26</u> | | | | | |
| <u>27</u> | <u>3rd B</u> | Geography Treasure Hunt | Integrates geography with problem-solving, teamwork, and map-reading skills, making learning about different regions engaging and interactive. | Integrates geography with problem-solving, teamwork, and map-reading skills, making learning about different regions engaging and interactive. | Reading skills Speaking skills |
| <u>28</u> | <u>2nd A</u> | Math Mania Challenge | Reinforces mathematical skills, critical thinking, and friendly competition, making math enjoyable and stimulating. | Reinforces mathematical skills, critical thinking, and friendly competition, making math enjoyable and stimulating for students. | Listening skills |

| | | | | | |
|---------------------------|---|---------------------------|--|--|-----------------------------------|
| <u>29</u> | <u>2nd B</u> | Music Instrument Crafting | Combines artistic expression with an appreciation for music, allowing students to create and explore different instruments, fostering creativity and a love for music. | Combines artistic expression with an appreciation for music, allowing students to create and explore different instruments, fostering creativity and a love for music. | Listening skills |
| <u>30</u> | <u>1st A</u> | Science Exploration | Cultivates scientific curiosity and critical thinking through hands-on experiments, sparking a deeper understanding of the natural world. | Cultivates scientific curiosity and critical thinking through hands-on experiments, sparking a deeper understanding of the natural world. | Speaking skills |
| <u>31</u> | <u>1st B</u> | Artistic Expression | Nurtures creativity and self-expression through various art forms, fostering a positive outlet for emotions and imagination. | Nurtures creativity and self-expression through various art forms, providing a positive outlet for emotions and imagination in young learners. | Writing skills Speaking skills |

The Daily Planner for the Month for the given theme/topic:

MONTH - FEBRUARY

| <u>DATE</u> | <u>Theme-1</u> | e.g a to z -26 activities associated with the month theme/topic | | | |
|-------------|-------------------------|---|--|--|------------------|
| | | | | | |
| | <u>WHEN AND WHERE</u> | e.g 30 DAYS Challenge activities/curiosity activities/assignment activities | | | |
| 17. | <u>4thA</u> | Geography Quiz | | | |
| 18. | | | | | |
| 19. | <u>4th B</u> | Show and Tell - Cultural Edition | Communication Skills: It provides an opportunity for students to practice and enhance their verbal communication skills. Expressing thoughts and ideas in front of peers promotes effective communication. | Students should demonstrate enhanced abilities to express themselves verbally, share information clearly, and respond to questions from peers. | Speaking skills |
| 20. | <u>3rd A</u> | Mystery Map Challenge | Geographical Awareness: The primary purpose is to enhance students' geographical knowledge and awareness. By engaging in the challenge, students explore and learn about different places on the world map. | Students are expected to acquire a deeper understanding of world geography through their participation in the Mystery Map Challenge. | Reading Skills |
| 21. | <u>3rd B</u> | Geo-Treasure Hunt | Outdoor Recreation: Geocaching provides an engaging outdoor recreational activity. Participants explore natural environments, urban areas, and historical sites while searching for hidden caches. | Participants experience the thrill of exploration and adventure as they uncover hidden treasures in various locations. | Listening skills |

| | | | | | |
|-----|-------------------------|--|--|---|----------------------------------|
| 22. | <u>2nd A</u> | International Book Club | Increased geographical knowledge, cultural awareness, and interest in global travel. | Increased geographical knowledge, cultural awareness, and interest in global travel. | Reading skills |
| 23. | <u>2nd B</u> | Destination of the Week | Explore and learn about different countries, their traditions, and landmarks. | Increased geographical knowledge, cultural awareness, and interest in global travel. | Reading skills Writing skills |
| 24. | <u>1st A</u> | International Book Club | Increased geographical knowledge, cultural awareness, and interest in global travel. | Increased geographical knowledge, cultural awareness, and interest in global travel. | Reading skills |
| 25. | | | | | |
| 26. | <u>1st B</u> | Global Issues Panel Discussion | Discuss and raise awareness about pressing global challenges. | Greater understanding of global issues, fostering empathy, and encouraging proactive thinking about solutions. | Speaking skills |
| 27. | <u>UKG A</u> | Interactive Historical Timeline | Illustrate key historical events from various regions. | Improved historical knowledge, understanding of interconnected events, and contextualizing historical narratives. | Writing skills |
| 28. | <u>UKG B</u> | World Explorer Series - Student Presentations | Allow students to share insights about different countries. | Enhanced public speaking skills, cultural knowledge, and peer learning. | Speaking skills |
| 29. | <u>LKG A</u> | When and Where Trivia Game | Test and expand participants' geographical and historical knowledge. | Increased knowledge retention, friendly competition, and motivation to learn. | Listening skills |

SUBJECT ENRICHMENT
ACTIVITIES 2024 -2025

| DATE & DAY | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
|------------|---|--|---|--|---|---|--|--|--------------------------|--------------------------|
| 06-04-2024 | MATHS- Learning maths with ABACUS | EVS - We Speak Debate | Jaunty Jute (Art & Craft) | Book Mark Activity (Art & Craft) | Best out of waste (Art & Craft) | Clay Modelling & Jewellery Making (Art & Craft) | Still Life Sketching (Arts) | Brochure Designing | Pitchers (Commerce) | Pitchers (Commerce) |
| 20-04-2024 | Purani Kahani Naya Andaz (Hindi) | Mime (English) | Techo Frenzy (Computer) | Idiom Writings On Kite (English) | Vigyapan Lekhan (Hindi) | Sanwad Lekhan (Hindi) | Cylindrical Pen Stand (Maths) | Role Play (So. Sc.) | | |
| 04-05-2024 | Just a Minute (EVS) | Let's play with Factors(Maths) | Speak Your Mind (English Elocution) | Fraction Pictursque (Maths) | Sketching from nature&surroundin gs | Canvas Painting (Science) | VAAD VIVAAD (Hindi) | Design a Birthday Card Using recyclable material (English) | Field Trip | Field Trip |
| 29-06-2024 | Mere Desh Ki Dharti (Music) | Tech Wizard (Computer) | Katha Sagar (Hindi) | Picture Dictionary (Sanskrit) | Dance performance& logo creation [science] | Paper Bag Making with Slogan (English) | Ad Mad Show (Science) | 2 D Maps Area & Distance (Maths) | Model Making | Model Making |
| 06-07-2024 | Glass Painting (Art & Craft) | Mera Adarsh (Hindi) | Talentine (EVS) | Field Trip | Subhashit chart making activity. | Design 2 D plan of your Dream House (Maths) | Draw a Landscape using any type of colours and write 8 - 12 lines of a self composed poem (English) | Fun with Chemical reactions (Science) | Chart Making Activity | Chart Making Activity |
| 24-08-2024 | Wrecky Techie (Computer) | Fun DIY Mirror Craft (Art & Craft) | Maths Mazician | Sulekhan (Hindi) | Field Trip | Web page designining (Computer) | Physiographic division Of India (So. Sc.) | Wall Magazine (Hindi) | | |

| | | | | | | | | | | |
|------------|-------------------------|----------------------|-----------------------|---|---|---|------------------------------------|--|---------------|---------------|
| 07-09-2024 | Jingle It! (English) | Solo Song (Music) | Shlok Ghan (Music) | Scripts- Study of calligraphic strokes of devnagri | Computer-PPT using Ms power point | Field Trip | Graphic Designing (Computer) | | Diary Writing | Diary Writing |
| 28-09-2024 | | | | My traditional Recipe- Using Millets (Science) | Geometrical rangoli using millets [maths] | Scrape Book Making - Movements during Gandhian Era (so. Sc.) | | | Wall Magazine | Wall Magazine |
| 05-10-2024 | | | | Poster Design Using MS Word (Computer) | Design a cover page of the story Bringing up kari | Slogan Writing (Sanskrit) | | | | |