

# **Annual Report (2025-26)**

Annual Report of the Academic Year 2025–26 of Chetan Public School – Smart Campus.

This occasion is indeed a moment of pride and joy for all of us, as we come together in this new school campus to celebrate our Annual Day. This year's theme, inspired by the profound Indian philosophy of Vasudhaiva Kutumbakam, reflects our belief that the world is one family.

Guided by this philosophy, our school strives to nurture students who are academically competent, morally grounded, emotionally balanced, and socially responsible. The academic year 2025–26 witnessed purposeful learning, vibrant participation, and meaningful growth across academics, co-curricular activities, and character formation.

This Annual Report highlights the significant achievements, milestones, and memorable moments of the year. It stands as a reflection of the collective efforts of our students, teachers, parents, and management, whose dedication and cooperation continue to uphold the values and vision of our institution.

With this foundation, I now have the honour of presenting before you the highlights of the Academic Year 2025–26.

## **Our Vision & Mission:**

Our vision, mission, and core values guide every initiative and programme of the school, shaping our academic practices and holistic approach to education.

Our curriculum is thoughtfully aligned with the National Education Policy (NEP) 2020, the National Curriculum Framework (NCF) 2023, and the ICSE curriculum. It promotes holistic development through experiential learning and the seamless integration of knowledge, skills, values, and culture.

### **1. Foundational Stage: (Nursery to Grade II)**

In alignment with the National Education Policy (NEP) 2020, the Foundational Stage at our school comprises five years of early learning, from Nursery to Grade II. During this crucial phase, the school adopted a play-based, activity-oriented, and child-centric approach, with a strong focus on foundational literacy and numeracy, language development, motor skills, and social-emotional growth.

Learning experiences were thoughtfully designed to be joyful, meaningful, and experiential. Children engaged in storytelling, rhymes, role play, games, art integration, hands-on activities, and joyful classroom interactions, creating a stress-free and stimulating learning environment that nurtures curiosity and confidence while laying a strong foundation for lifelong learning.

The Foundational curriculum was further enriched through the gamified implementation of the Kreedo Programme, which transformed classrooms into active learning spaces. Through structured learning games and hands-on tasks, students developed problem-solving abilities, communication skills, and collaborative habits in a natural and engaging manner.

In addition to academic readiness, special emphasis was placed on the holistic development of young learners. Kindergarten students actively participated in public speaking activities, physical development programmes, nature walks, creative expression sessions, and sensory-based learning experiences. These activities helped enhance observation skills, self-expression, physical coordination, and environmental awareness at an early age.

Through this comprehensive and joyful approach, the Foundational Stage ensured that children developed a love for learning, positive learning habits, and essential life skills, preparing them confidently for the next stages of their educational journey.

## **2. Preparatory Stage: (Grades 3 to 5)**

The Preparatory Stage focuses on strengthening foundational learning while gradually introducing structured, concept-based education. During this stage, the school emphasised the development of reading, writing, numeracy, critical thinking, and communication skills, while nurturing curiosity and creativity among learners.

Teaching–learning practices at this stage were activity-oriented and experiential, encouraging students to explore concepts through hands-on activities, group work, projects, discussions, and real-life connections. Classrooms became interactive spaces where students were motivated to ask questions, express ideas, and learn collaboratively.

## **3. Middle Stage: (Grades 6 and above)**

The Middle Stage marks a transition from guided learning to greater academic depth and independent thinking. During this stage, emphasis was placed on subject-specific understanding, interdisciplinary learning, and the application of concepts to real-life situations.

Students were encouraged to develop critical thinking, analytical reasoning, problem-solving skills, and a scientific temper through inquiry-based learning, discussions, experiments, projects, and collaborative activities. The teaching–learning process fostered curiosity and reflection, enabling learners to connect classroom knowledge with the world beyond school.

### **Assessment System-Continuous and Comprehensive Evaluation:**

#### **Assessment Practices:**

The school follows a Continuous and Comprehensive Evaluation (CCE) system, ensuring a 360-degree assessment of each learner. Evaluation is designed to support learning and focuses not only on academic achievement but also on the development of skills, values, attitudes, and overall personality.

Through regular assessments, observations, projects, activities, and feedback, students' progress is monitored holistically. This balanced approach enables teachers to identify individual learning needs, provide timely support, and encourage continuous improvement, ensuring the all-round development of every child.

### **Faculty and Professional Development:**

Teachers actively participated in professional development programmes throughout the year to strengthen pedagogical effectiveness and classroom practices. Training focused on the implementation of NEP 2020 and the National Curriculum Framework (NCF), early childhood education, Kredo Montessori methodology, the 7E model of lesson planning, experiential and experimental learning, and the use of digital assessment tools.

### **Key training programmes conducted during the academic year included:**

- ❖ A training session on NEP 2020 and NCF in the classroom was conducted on 27 May 2025. Mr Som Shubhra Karmakar, an educationist, was the resource person.

- ❖ A training session for Pre-Primary teachers on the ‘Hop Skip and Jump’ textbook was conducted on 27 May 2025 by Macmillan Publications.
- ❖ A Kindergarten teachers’ training programme at the Kreedo Montessori Lab was conducted on 28 May 2025.
- ❖ A webinar on the 7E method of lesson planning was conducted on 29 May 2025, with Mrs Amruthavalli as the resource person.
- ❖ A training session on conducting class tests using digital devices through ‘Class Saathi’ was conducted on 31 May 2025.

In addition to these, teachers participated in numerous training programmes through the DIKSHA platform of the Ministry of Education, further enhancing their professional competencies and teaching–learning practices.

### **Life Skills and Value Education:**

Life Skills and Value Education formed an integral part of the school programme, focusing on the holistic development of students. Learners were guided to develop essential life skills such as empathy, teamwork, decision-making, effective communication, and emotional regulation.

Through structured classroom discussions, interactive activities, and real-life situations, students imbibed core values including honesty, respect, responsibility, compassion, and ethical conduct. These efforts helped prepare them to become responsible and socially aware global citizens.

### **Clubs and Enrichment Activities:**

The school offered diverse platforms for student engagement through various clubs, providing opportunities for holistic development beyond the classroom. The clubs functioning during the academic year included the Literary Club, Math Club, Eco Club, Space and Astronomy Club, Media and Communication Club, Hobby Club, and Wellness Club.

The International Day of Yoga was celebrated on 21 June under the banner of the Wellness Club, with active participation from students and staff, promoting physical fitness, mental well-being, and a healthy lifestyle.

National Sports Day was celebrated with enthusiasm, during which a 5K bicycle rally was organised by the Wellness Club. Students from Grade V onwards actively participated, fostering a spirit of sportsmanship and physical fitness.

On the occasion of Unity Day, commemorating the birth anniversary of Sardar Vallabhbhai Patel, a Mini Kids Unity Run was organised for Foundational Stage students (Nursery to Grade II), instilling the values of unity and national integration from an early age.

The Literary Club organised a Spell Bee Competition, providing students with opportunities to enhance language skills, vocabulary, and confidence. The Mathematics Club celebrated National Mathematics Day, during which various competitions and activities were conducted to promote logical thinking, problem-solving abilities, and a deeper interest in mathematics.

In addition, various awareness programmes were observed with enthusiasm throughout the year, encouraging active student participation and fostering values of unity, discipline, and social responsibility.

### **Student Leadership and Responsibility:**

The School Parliament Election was conducted in a democratic manner, following proper electoral procedures for various leadership positions on 23<sup>rd</sup> June 2025. The election process provided students with a practical understanding of democratic values, responsibility, and leadership.

### **The following students were elected to key positions:**

1. Master Atharva Patel – Head Prefect (Boy).
2. Miss Ritika M. C – Head Prefect (Girl).
3. Master Aniruddha Reddy – Sports Captain (Boy).
4. Miss Rachana Hatti – Sports Captain (Girl).
5. Master Aryan Badiger – Fine Arts Secretary.

This was followed by a formal Investiture Ceremony, held on 26<sup>th</sup> July 2025, during which the elected student leaders were entrusted with their responsibilities and badges of office. On the same occasion, various student clubs were formally inaugurated, marking the beginning of active student participation in academic, cultural, and co-curricular activities.

### **The School House System:**

The school follows a structured House System to promote teamwork, healthy competition, leadership, and a sense of belonging among students. The two houses functioning during the academic year are:

- Swami Vivekananda House (Red House)
- P. J. Abdul Kalam House (Blue House)

Under the banner of the House System, major school events such as the Annual Sports Day titled 'Intrams 2025' and the Cultural and Literary Competitions titled 'Chetan Fiesta 2025' were organised.

Intrams 2025 was conducted in a grand and spirited manner, with enthusiastic participation from students from Nursery to Grade 7. The events included hurdles, potato race, standing broad jump, track events, cricket, dodgeball, and several other games, providing opportunities for students to showcase their physical abilities, teamwork, and sportsmanship.

The A. P. J. Abdul Kalam House emerged as the Overall Champion of Intrams 2025, demonstrating exceptional performance and team spirit throughout the competition.

In the cricket events, Master Jeevan Bankapur was awarded Man of the Match and Best Batsman, Master Ahmad Aga received the Best Bowler award, and Master Vedanth Shenoy was recognised as the Emerging Player. In Dodgeball, Miss Syeda Madeeha Fatima was awarded the Best Player title.

The winner of Chetan Fiesta 2025 will be announced today during the Prize Distribution Ceremony, adding to the excitement of this celebratory occasion.

### **Student Achievements:**

The students of our school brought laurels to the institution by excelling in academics, sports, cultural activities, and competitive platforms at various levels.

Master Neel Phadnavis achieved remarkable success in shooting by winning a Silver Medal at the State-Level SGFI (School Games Federation of India). Shooting Competition in the U-14 Air Rifle Peep Sight event. He also represented the state at the SGFI National Shooting Championship, held at Bhopal, Madhya Pradesh, where he delivered an excellent performance.

Master Keshavaditya Basarikoppad secured a Bronze Medal at the State-Level SGFI Shooting Competition in the U-14 Air Rifle Peep Sight event, showcasing commendable skill and focus.

Master P. V. Aniruddha Reddy demonstrated notable achievement by securing the 4th position at the State-Level SGFI Shooting Competition in the U-14 Air Rifle Peep Sight category.

In the field of chess, Miss Shaarvi Mulimani won First Place at the Hubli–Dharwad Inter-School and College Chess Championship, reflecting strategic thinking and competitive excellence.

Master Samarth V. Patil brought honour to the school by winning First Place at the State-Level Karate Championship, highlighting discipline, strength, and perseverance.

Master Atharv Patel of Grade VII actively participated in various public speaking platforms and also took part in the Geeta Chanting Competition, organised by ....., demonstrating confidence, articulation, and cultural awareness.

A team of five students won the Second Prize (Category II) at the Silicon Valley Coding & Robotics Tech Fest 2025 – Grand Finale, held on 27 November 2025 at R. V. College of Engineering, Bengaluru.

The winning team comprised Atharv Patel (Grade VII), Ritika M. C. (Grade VII), Yashmit Ranatur (Grade VII), Kiaan Patil (Grade VI), and Arhaan Karadigudda (Grade VI). In addition to the team achievement, Arhaan secured Second Place, and Kiaan Patil secured Third Place in the individual written test category.

These achievements reflect the school's commitment to nurturing talent, excellence, and the all-round development of students.

### **Awards and Recognition:**

The school received the Inspiring School Award 2025 from Class Saathi in recognition of its effective implementation of technology in the teaching–learning process. The award ceremony was held at Bengaluru on 20th November 2025.

### **Co-Curricular and Extra-Curricular Activities:**

Art, Music, and Dance classes are conducted regularly during school hours to nurture creativity and self-expression among students.

Chess is an integral part of the school curriculum. Students from Nursery onwards attend structured chess classes in our exclusive Chess Lab equipped

with world-class facilities. This initiative has resulted in significant improvement in students' concentration, strategic thinking, and problem-solving skills.

After school hours, students actively participate in Skating, Taekwondo, Tabla, and Table Tennis training programmes. Learners from various grades attend these sessions based on their interest and aptitude.

### **Innovative Practices:**

#### **1. Kreedo Lab for the Foundation Stage:**

The school has established a dedicated Kreedo Lab for early learners. Students from Nursery engage in a gamified curriculum that promotes hands-on, experiential learning using structured activity materials. Teachers undergo regular training throughout the year to ensure effective implementation. Learning outcomes and classroom practices are continuously assessed and reviewed to maintain high standards.

#### **2. Experimental Learning Programme:**

In addition to well-equipped Science Laboratories, the school runs a special programme titled Experimental Learning. Through this initiative, students perform experiments and science-based activities directly in the classroom using hands-on learning materials. Teachers receive regular in-house training to strengthen implementation and ensure meaningful learning experiences.

#### **3. Robotics Lab:**

The school has a dedicated Robotics Lab where students are introduced to coding, logical thinking, and basic engineering concepts through age-appropriate robotics activities. This programme encourages innovation, creativity, and problem-solving skills, preparing students for future technological challenges.

#### **4. Class Saathi – Digital Assessment:**

The school has introduced Class Saathi, a digital assessment system, to enhance classroom evaluation and student engagement. Through real-time quizzes and instant feedback, teachers are able to monitor student understanding effectively and provide timely academic support. This

initiative strengthens continuous assessment practices and reflects the school's commitment to technology-enabled learning.

### **Technology Integration:**

The school has adopted a strong technology-driven approach to enhance the teaching–learning process. Technology-enabled smart classrooms, digital learning tools, a comprehensive school website with multiple digital facilities and resources, and a mobile application for parents support effective communication and academic monitoring.

The school is equipped with a modern Lab, providing every student with access to updated systems and learning software.

The Robotics Lab offers hands-on learning experiences with tablet-based facilities, enabling students to develop logical thinking, creativity, and problem-solving skills through practical STEM activities.

Additional facilities include a TV Studio for podcast recording, news reading, and media-based learning; a Language Lab; a Digital Library; and AR and VR learning resources. The school also provides smart individual lockers in classrooms and digital attendance systems, along with several other technology-driven initiatives that are currently under development, reflecting the school's continuous commitment to innovation and future-ready education.

### **Play Area for Foundational Stage Students:**

Kindergarten students are taken daily to the play area as part of their regular school routine. The play area is designed to provide a safe, joyful, and energetic environment where children engage in both free play and guided physical activities.

Through activities such as climbing, running, balancing, sliding, and group games, students develop gross motor skills, physical coordination, confidence, and social interaction, supporting their overall physical and emotional development.

### **Public Speaking and Communication Skills:**

Public speaking is given special importance at our school from the Kindergarten level onwards. In the KG section, students participate in simple activities such as

Thought for the Day, storytelling, and similar exercises, helping them build confidence, clarity of speech, and stage presence at an early age.

At the primary and middle school levels, students are encouraged to take part in seminar presentations, speeches, storytelling, elocution, and group discussions, enabling them to express their ideas confidently and effectively.

### **Space Lab:**

The establishment of a modern Space Lab is currently in progress, aimed at providing students with hands-on exposure to astronomy, space science, and advanced scientific exploration. This facility will enable learners to develop curiosity, scientific thinking, and a deeper understanding of the universe through interactive and experiential learning activities.

### **Activity Room for KG Classes:**

A specially designed Activity Room for Kindergarten students has been developed to provide a joyful, stimulating, and experiential learning environment. The room is equipped with multiple learning stations that encourage exploration, creativity, and hands-on engagement.

### **Activities, Functions and Celebrations**

During the academic year 2025–26, the school organised a wide range of academic, cultural, national, social, and co-curricular programmes to ensure the holistic development of students.

- National festivals such as Independence Day, Teachers' Day, Children's Day, and Kargil Vijay Diwas were observed with patriotic spirit.
- Cultural and religious festivals including Krishna Janmashtami, Onam, Diwali, Christmas, Raksha Bandhan, Guru Purnima, and Karnataka Rajyotsava were celebrated to promote cultural values and unity.
- Environmental and social awareness programmes such as World Environment Day, National Unity Day, and other awareness initiatives were conducted to develop social responsibility among students.
- Academic and literary activities including Spell Bee competitions, National Mathematics Day celebrations, Olympiads, and science-based activities encouraged intellectual curiosity.
- Sports and fitness events such as Intrams 2025, National Sports Day Bicycle Rally, Chess tournaments, and athletic activities promoted physical fitness and sportsmanship.

- Educational tours, field visits, and study tours provided students with experiential learning opportunities beyond the classroom.
- Leadership and personality development activities such as School Parliament Elections, Investiture Ceremony, seminars, and public speaking programmes strengthened confidence and leadership skills.

Through these activities, the school ensured that students received balanced exposure to academics, culture, values, fitness, and social awareness.