



CONTINUOUS LEARNING, GROWTH & PARTNERSHIP

From Principal's Desk

Dear Parents and Guardians,

We greet you with warmth and gratitude — for your trust, your presence, and your belief in the power of education. You are the **co-architects of your child's future**, and it is in that spirit of partnership that I write to you today. Some of you carry questions — and perhaps anxieties — about how your child is being assessed and what "progress" truly means at CSNC. These concerns are not only valid; they are welcome. This letter is both an honest explanation and a heartfelt invitation.

WHY WE DO WHAT WE DO

India's National Education Policy 2020 and the National Curriculum Framework ask a fundamental question: What do we want our children to become — not just what scores do we want them to achieve? The answer is clear: children must grow into competent, curious, creative, empathetic, and resilient human beings ready for a world that does not yet fully exist.

At CSNC, we have taken this vision seriously — and personalized it. We have crafted our own Choithram Educational Policy (CEP) and Choithram Curriculum Framework (CCF), shaped by our children's present realities, our school's philosophy, and the challenges of tomorrow.

❖ NEP 2020 Vision	❖ Our CEP & CCF	❖ Your Partnership
Holistic development over rote learning. Competency and deep capability — not just marks and memorization.	CSNC's own personalized educational policy & curriculum framework — built for our children's present and future needs.	Family and school aligned together toward every child's complete, meaningful, and joyful growth.

"We are not preparing children for the next exam. We are preparing them for the next fifty years of their lives."

BECAUSE – WE KNOW THAT –

Education is not just about marks, grades and degrees, but about building character, discipline, and responsible human beings & useful global citizens. That is the true purpose of education.



OUR ASSESSMENT PHILOSOPHY — GRADE BY GRADE

How we evaluate learning at every stage

“NO FORMAL EXAMINATIONS TILL GRADE V DOES NOT MEAN NO ASSESSMENTS.”

No teaching – learning process can be complete without valid and reliable assessments, but The learning of a child cannot be assessed through a 3-hour examination. A single pen-paper test measures performance on one day under pressure, in a narrow format - it cannot capture what a child truly knows, understands, or is capable of. The assessments of children must reflect real change in their learning behaviours and experiences not just marks and grades.

Nursery to Grade V

Continuous & Comprehensive Evaluation — Rigorous, Not Relaxed

Every subject has defined learning outcomes per grade level. Every assessment is mapped directly to these outcomes — so the level of learning of each child, in every subject, is known throughout the year. Age-appropriate and sufficient structured writing practice is built into assessments at every level — progressive, intentional and tracked. Assessments use varied formats: written tasks, oral responses, projects, demonstrations and observations.

Grade VI – VIII

Blended — CCE + Two Formal Term-End Examinations

Formal assessment weight increases progressively. Two structured pen-and-paper term-end tests complement continuous evaluation each year as children build examination readiness alongside conceptual depth.

Grade IX – XII

Full CBSE-prescribed Assessment System

Strict CBSE adherence ensures complete board examination readiness — focused on deep understanding that also delivers strong performance. The Academic Excellence Committee works simultaneously on concept clarity and examination preparedness.

■ What Continuous Assessment Actually Means?

● Outcome-Mapped

Each assessment is tied to specific subject learning outcomes per grade — no guesswork about what is being measured.

● Writing Skills Provisioned

Structured writing practice built into every grade level’s assessments — sufficient, progressive and intentional.

● Year-Round, Not Year-End

Gaps identified and addressed throughout the year — not discovered after it is too late to act on them.

● Multi-Format

Written tasks, oral, projects, demonstrations and observations — understanding captured in many ways, not just one.



SALIENT FEATURES OF OUR SYSTEM
What makes learning at CSNC distinctive

<p>1 – Continuous & Comprehensive Evaluation</p> <p>No exams ≠ no assessment. Rigorous ongoing evaluation against defined learning outcomes, with structured writing skill development at every age. Gaps identified early — not at year-end.</p>	<p>2 – Subject Enrichment Activities</p> <p>Purposely designed activities directly linked to each subject’s learning indicators. Learning by doing, applying and creating – core to understanding, not extras.</p>
<p>3 – Global Citizenship & Intercultural Learning</p> <p>Structured activities building empathy, open-mindedness, cultural respect and global awareness — essential for children who will live and work in an interconnected world.</p>	<p>4 – School Innovation Council</p> <p>Cultivating creativity, idea generation, problem identification and innovation — building every child’s capacity to be a creator and innovator, not just a consumer of knowledge.</p>

ACADEMIC EXCELLENCE COMMITTEE
Finding and closing every learning gap — proactively

This year, we have established a dedicated **Academic Excellence Committee** for Grades III–XII, a proactive, structured initiative for the purpose. **We do not wait for gaps to become crises.**

<p>GRADES III – VIII</p> <ul style="list-style-type: none"> › Identify gaps in Languages, Maths, Science & Social Science › Written diagnostic tests & targeted academic support › Bridging activities & regular monitoring › No learning gap left unaddressed mid-year 	<p>GRADES IX – XII</p> <ul style="list-style-type: none"> › Dual focus: conceptual depth + board exam readiness › Concept clarity assessments & exam readiness checks › Structured gap remediation programmes › Continuous teacher–student feedback loops
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● Policy Commitment: *Academic progress shall not be disrupted by co-curricular activities. Where any disruption occurs, it will be compensated — unconditionally in the student’s favour.*



WHAT WE TRULY MEASURE — OUR KEY PERFORMANCE INDICATORS (KPIs)

Strong academic performance is a Key Performance Indicator at CSNC — and we take it seriously. But our students are not only academic entities. Our Actionable Programmes are built around three pillars of complete human development:

 Intellectual Curiosity	 Intra-Personal Skills	 Inter-Personal Skills
Deep Learning, Great Questions, and Genuine Enthusiasm for Knowledge and Critical Thinking.	Self-awareness, Resilience, Emotional Regulation, Discipline, and Personal Integrity.	Communication, Collaboration, Empathy, Leadership, and Healthy Relationships.
<ul style="list-style-type: none"> ■ Academic Performance ■ Global Citizenship 		<ul style="list-style-type: none"> ■ Innovation & Creativity ■ Intra & Inter-Personal

OUR SELF-DESIGNED STUDY MATERIALS PERSONALIZED LEARNING RESOURCES BY OUR TEACHERS AND EXPERTS

■ Why We Create Our Own Study Materials???

Our self-designed study materials are the efforts and hard work of all our teachers and subject experts. They are not textbooks repurposed — they are purpose-built learning tools designed from the ground up.

<ul style="list-style-type: none"> ❖ Aligned with CEP & CCF <p>If we have our own Choithram Education Policy and Choithram Curriculum Framework, our study material must naturally align with these documents - not with generic textbooks designed for a different philosophy.</p>	<ul style="list-style-type: none"> ❖ Personalized for Our Learners <p>These materials are designed to keep our students' learning status, learning experiences, and individual needs in mind — not a hypothetical average student.</p>	<ul style="list-style-type: none"> ❖ Real Learning over Course Coverage <p>Our focus is on real learning and genuine skill enhancement, rather than having an abundance of courses that sometimes do not lead to actual understanding or capability.</p>
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SUPPORTING THE WHOLE CHILD

♥ WELL-BEING, GUIDANCE, AND SUPPORT SYSTEMS

SOCIAL & EMOTIONAL WELL-BEING



Our dedicated department working proactively — not reactively — for the social and emotional well-being of both children and staff. The **SAMATVA** team builds emotional resilience, strengthens mental health, and creates an environment where every individual feels seen, heard and supported.

Parents are equally welcome to reach out to SAMATVA for guidance, a listening ear, or professional counselling support — because a child’s well-being at school begins at home.

CAREER & FUTURE READINESS



DISHA guides students through the most consequential transition of their lives — from school to their chosen future — through structured counselling, career exploration and higher studies planning, ensuring no student leaves CSNC uncertain about the direction they wish to pursue.

From early career awareness in middle school to stream and college-choice guidance in senior classes — DISHA walks alongside every student with clarity, information and encouragement.

SAMATVA and DISHA are not peripheral services — they are integral to how CSNC defines a complete education. Your child's emotional health and future readiness are as central to our mission as their academic achievement.

🚀 OUR VISION — BUILDING THE FUTURE, TODAY

Our philosophy is based on the systems that are going to emerge and come. We are not designing our school for the world as it is today — we are designing it for the world as it will be. Our approach is to build our system, our teachers, and our students to be future-ready — so that our school and our students become pioneers and give direction to others with respect to sustainable and useful practices, enhanced learning, and genuine skills.

🌍 Future-Ready Students

Our curriculum, assessments, and activities are designed to anticipate future challenges — equipping students with adaptability, critical thinking, and innovation skills.

🏠 Future-Ready School

Our systems, policies, and infrastructure are evolving to serve as a model for sustainable, impactful education — a benchmark for others to follow.

👩‍🏫 Future-Ready Teachers

Our faculty undergoes continuous professional development to remain at the cutting edge of pedagogy, technology integration, and student-centered learning.

🌟 Pioneers & Direction-Givers

We aspire for Choithram School and its students to be pioneers — not followers — setting new standards in learning, character, and contribution to society.



We Invite Your Inputs & Collaboration

You are partners, not observers — your voice shapes how we serve your child

- 1 What aspects of your child's learning and growth would you like more visibility into?
- 2 Are there areas where additional academic support would most benefit your child?
- 3 How can your family reinforce the values and habits we are building at school?
- 4 What skills will matter most for your child's future — are we addressing them?
- 5 Any observations, concerns, or suggestions that could help us serve your child better?
You can share written communication, or through your child's Class Teacher. Every input will be read, considered and acted upon.

We request you to remain connected and believe in us. All our efforts and endeavors are, of course, for the benefit of students only. The best education happens when a school and a family speak the same language — the language of genuine care for a child's complete development

We do not claim to be perfect. We claim to be purposeful — constantly learning, constantly refining, and always placing your child at the centre of every decision we make.

Warm Regards,

Amit Trivedi
Principal

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