



Faculty Higher Secondary School North Guwahati

PTM 2024-25

3rd April, 2024

Classes IX & X

PTM 2024-25 – A REPORT

Strengthening Education Partnerships: Discussing Academic Progress and Policy Implementation at Parent-Teacher Meeting

Parents and teachers came together today at Faculty Higher Secondary School, North Guwahati, for a pivotal Parent-Teacher Meeting (PTM), delving into the academic journey of students in Classes IX and X. The gathering served as a platform to explore the academic progress, commendable achievements, and areas of potential growth of each child, all while aligning with the contours of the National Education Policy (NEP) 2020 and the introduction of the National Credit Framework (NCrF).

NEP 2020 and National Credit Framework (NCrF):

At the heart of today's discussions lay the comprehensive understanding of NEP 2020 and its implications for pedagogy. Mr. Jugal Chandra Borah, the Principal of the institution, shed light on how NEP 2020 has been seamlessly woven into the fabric of teaching methodologies and curriculum design. The emphasis was on nurturing holistic education, fostering skill development, and instilling critical thinking abilities among students. Moreover, the introduction of NCrF took centre stage, delineating its role in standardizing the assessment of students' academic progress and fostering competency-based learning approaches.

Child's Academic Progress:

Amidst insightful deliberations, parents received a detailed overview of their child's academic trajectory. The assessment encompassed a spectrum of subjects, spanning Languages, Mathematics, Science, and Social Science. Through meticulous analysis of regular assessments, assignments, and classroom participation, educators provided invaluable insights into the strengths of each child and delineated areas ripe for further improvement.

Parental Involvement and Support:

Acknowledging the indispensable role of parental involvement in shaping a child's educational journey, the meeting underscored the importance of active participation and support from home. Parents were encouraged to foster a conducive learning environment, imbue a growth mindset, and actively engage with their child's academic pursuits. It was reiterated that this collaborative effort between parents and teachers significantly contributes to the holistic development and academic success of students.

Conclusion

In the spirit of partnership and shared responsibility, the PTM culminated with gratitude extended to all participants for their presence and active engagement. The school reiterated its commitment to nurturing each child's academic and overall development, inviting parents to reach out with any further queries or concerns.

The PTM served not only as a bridge between home and school but also as a testament to the collective dedication towards fostering an environment where every child thrives academically and personally.



