# ANNUAL PEDAGOGICAL PLAN

## SESSION : 2023-24

The **Annual Pedagogical Plan** is a reflection of the year gone by and vision for the next academic year. The main aim of the plan is to make the teaching and learning process more constructive, collaborative, integrative, reflective and inquiry - based.

This form has the following parts :

- School Information

- Section 1           :       Reflections from the past year

- Section 2           :       Vision for the current year

            (A)       School Essentials
            (B)       Curriculum Planning
            (C)       Student Development Plan
            (D)       Teacher Development Plan

- Section 3           :       Projection of the Annual Pedagogical Plan

- Section 4           :       Assessment, Insights and way forward

**\* The form has been supplemented with information (marked in grey) for reference purpose and additional annexures which are suggestive in nature. All planning is to be done keeping in mind the NEP-2020 and the NCF 2023.**

# SCHOOL INFORMATION

| | | | |
|---|---|---|---|
| i) | School Name | : | Bal Bharati Public School |
| ii) | Complete Address with Phone number(s) | : | Bal Bharati Public School,Sector 4, Plot No. 5, KhargharNavi Mumbai, Maharashtra- 410210 |
| iii) | Email ID | : | bbpskhrnm@yahoo.com |
| iv) | Website link | : | https://bbpsnavimum.balbharati.org/ |
| v) | Name of the Principal/ HOS | : | Ms.Kalpana Dwivedi |
| | a) Contact No. | : | 9820990645 |
| | b) Email ID | : | kalpana.dwivedi@nm.balbharati.org |
| vi) | School Details: | | |
| | Year of Affiliation | : | 2009 |
| | Affiliation No. | : | 1130103 |
| | School Code | : | 30087 |

vi) **Type of School (Please tick the correct option):**

- **Middle/Secondary/Senior Secondary** ✔

- **Boys/Girls/Co-Education** ✔

- ✔ **Day School /Day Boarding/ Residential**
  (*May tick more than one option*)

- **Location Type :** Urban ✔ **/ Rural/ Hilly Area**

- **Is the School a Minority School?** No

viii) **No. of Students: (Total)** 2635 **(Boys)** 1127 **(Girls)** 1122

**No. of Divyang (with Special Needs) Students: (Total)   24   (Boys)13   (Girls)  11**

ix)     **School Quality Accreditation Details (if any): No**

# SECTION – I

## REFLECTIONS FROM THE YEAR 2022-23.(PREVIOUS ACADEMIC YEAR)

**A1**    **Number of Students on Roll (Class-wise):**

| CLASS | PRE-SCHOOL & PRE-PRIMARY | I | II | III | IV | V | VI | VII | VIII |
|---|---|---|---|---|---|---|---|---|---|
| Number of Sections | 10 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 |
| Students on Roll | 324 | 190 | 180 | 189 | 178 | 184 | 188 | 194 | 186 |

| CLASS | IX | X | XI | XII | STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | SCIENCE | COMMERCE | HUMANITIES | VOCATIONAL |
| Number of Sections | 4 | 4 | 5 | 4 | 2 | 1 | 1 | |
| Students on Roll | 189 | 185 | 162 | 177 | 89 | 47 | 41 | |

**A2**    **School Academic Performance:**

Pass Percentage during the last Academic Session:

| CLASS | NUMBER OF STUDENTS APPEARED | NUMBER OF STUDENTS PASSED | PASS PERCENTAGE |
|---|---|---|---|
| I | 190 | 190 | 100 |
| II | 180 | 180 | 100 |
| III | 189 | 189 | 100 |
| IV | 178 | 178 | 100 |
| V | 184 | 184 | 100 |
| VI | 188 | 188 | 100 |
| VII | 194 | 194 | 100 |
| VIII | 186 | 186 | 100 |
| IX | 190 | 188 | 98.94 |
| X | 185 | 185 | 100 |
| XI | 164 | 152 | 92.68 |
| XII | 177 | 177 | 100 |

## Board Examination at a Glance

| CLASS | NUMBER OF STUDENTS APPEARED | NUMBER OF STUDENTS PASSED | PASS PERCENTAGE | NUMBER OF STUDENTS SCORING MARKS BETWEEN 91% TO 100% | NUMBER OF STUDENTS SCORING MARKS BETWEEN 81% TO 90% | SPECIAL REMARKS (IF ANY) |
|---|---|---|---|---|---|---|
| X | 185 | 185 | 100% | 74 | 61 | |
| XII | 177 | 177 | 100% | 90 | 62 | |

**A3** **Student Placement Detail:**

a) Number of students appeared in Class XII Examination   __177__

b) Admissions in Professional courses in the Current Academic Session

| COURSE/COMPETITION | NUMBER OF STUDENTS SELECTED | SPECIAL REMARKS (IF ANY) |
|---|---|---|
| Engineering | 35 | |
| Medical | 04 | |
| NDA | nil | |
| Law | 09 | |
| IVY League Colleges | NIL | |
| NIFT | 01 | |
| NID | 01 | |
| Any other | | |
| Sports Management | 02 | |
| B.Pharma | 02 | |
| Hotel Management | 05 | |
| Design & liberal Arts | 09 +04 =13 | |

**A4    Major School Achievements including Academic, Co-scholastic, Sports, International / National recognitions for the school as well as individuals**

- In National Urban Games Federation Kick Boxing Championship, Stanley Jayan of class 11 won 2 Gold medals and has been selected for National Level Competition.
- Raunak Raj of class 10 won a Gold medal and a cash prize of Rs 3000, Arnav Yashwantrao and Swayam Trivedi of class 6 also secured silver medal in the Homi Bhabha Balvaidnyanik Competition.
- Students of class 9 participated in the Accelerator Program 2022-23, organised by CBSE. Amongst them Raunak Raj was selected for the Internship Program with Aditya Birla fashion and Retail Limited.
- Shrija Jadhav of class 9 bagged first prize in India Today Young Masters Quiz.
- Sparsh Shirke of class 2 secured second place in CBSE South Zone II Skating Championship in the U/8 Category
- Yash Kadam of Class 11 participated in the zonal level wrestling Tournament in the U/17 category and selected for state level.
- Nithila Marimuthu of Class 7 represented the school in U/14 High Jump for Girls Zonal level Athletics Competition and qualified for state level.
- Aabha Soman of class 8 secured 4th position in the U/14 Maharashtra State Mini Oympics.

**A5    Best Practices – Mention all the pedagogical practices that have helped to enhance the learning environment at the school.**

- Reading Program for CLass 1
- Best Practices in School
- Book Donation Drive
- Integrated Assembly
- Innovative way of teaching in classroom.

For details please click the link below:

https://bbpsnavimum.balbharati.org/best-practices/

# SECTION – II

## VISION FOR THE ACADEMIC YEAR 2023-24 (CURRENT ACADEMIC YEAR)

**A1)    Number of Students on Roll (Class-wise):**

| CLASS | Nursery PRE-SCHOOL & PRE-PRIMARY | I | II | III | IV | V | VI | VII | VIII |
|---|---|---|---|---|---|---|---|---|---|
| Number of Sections | 5+ 4+4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| Students on Roll | 415 | 189 | 190 | 186 | 191 | 190 | 188 | 190 | 203 |

| CLASS | IX | X | XI | XII | STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL-XI | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | SCIENCE | COMMERCE | HUMANITIES | VOCATIONAL |
| Number of Sections | 4 | 4 | 4 | 5 | 2 | 1 | 1 | |
| Students on Roll | 190 | 185 | 167 | 151 | 82 | 48 | 37 | |

**A2)    Staff Detail:**

The number of the teachers (Regular, Ad-hoc or Part -Time)

| GROUP | REGULAR | CONTRACTUAL | PART- TIME | NUMBER OF TEACHERS | |
|---|---|---|---|---|---|
| | | | | TRAINED | UN-TRAINED |
| Pre School (3 years) | 13 | 01 | 0 | Yes | |
| Grades 1 & 2 | 08 | 01 | 0 | Yes | |
| Preparatory (3 to 5) | 12 | 01 | 0 | Yes | |
| Middle ( 6 to 8 ) | 14 | 0 | 0 | Yes | |
| Secondary ( 9 & 10) | 12 | 0 | 0 | Yes | |
| Secondary (11 & 12) | 15 | 01 | 0 | Yes | |
| HM's & Coordinator | 02 | 0 | 0 | Yes | |
| Principal & Vice Principal | 02 | 00 | 0 | Yes | |
| Special Educator | 01 | 01 | 0 | Yes | |

| | | | | | |
|---|---|---|---|---|---|
| PETs | 03 | 0 | 0 | Yes | |
| Librarian | 02 | 0 | 0 | Yes | |
| Music Teachers | 01 | 01 | 0 | Yes | |
| Dance Teachers | 01 | 0 | 0 | Yes | |

| | | | | | |
|---|---|---|---|---|---|
| Yoga Teacher | 0 | 0 | 0 | | |
| Counselor | 01 | 0 | 0 | Yes | |
| Others (if any) | 0 | 0 | 0 | | |
| Art | 03 | 0 | 0 | Yes | |
| Lab Asstt. / Attnd. | 0 | 07 | 0 | Yes | |
| Coaches | 0 | 05 | 02 | Yes | |
| Drama Tr. | 0 | 0 | 0 | | |
| Total | 90 | 18 | 02 | | |

## A3)    Academic Resources

Infrastructure, Material resources, Digital resources and Intellectual resources including BALA.

Name of the Academic Resources Segment –wise

| NAME OF RESOURCE/S | NO OF UNITS | SEGMENT PRE-PRIMARY/PRIMARY/SEC/SR. SEC. |
|---|---|---|
| BALA | 0 | |
| Library | 1+ class library | PRE-PRIMARY has class library /PRIMARY/SEC/SR. SEC. |
| Laboratories | 7 | Primary and Secondary- Computer,Maths and General Science lab. Sr.Secondary- Computer,Chemistry,Biology,Mass media and Physics |
| Activity Rooms | 7 | Art room, Dance room,Instrument room,Music room, two Indoor Sports room, Auditorium |
| Resource Centre | 1 | —- |
| Atal Tinkering Lab. | 0 | —- |
| Business Lab. | 0 | —- |
| 3D Lab. | 0 | —- |

| | | |
|---|---|---|
| Internet enabled networked classrooms with Interactive panels | 63 Internet enabled Smart Classrooms with 23 interactive panels | Pre-Primary/Primary/Sec/Sr. Sec. |
| Tabs | 0 | — |
| Embibe | 0 | —- |

## B) Curriculum Planning

### B1) School Curriculum Committee

| NAME OF THE MEMBER | DESIGNATION IN THE COMMITTEE |
|---|---|
| Ms.Rekha Goodwin | HOD- English |
| Ms.Poonam Surve | HOD-Hindi |
| Ms.Sindhu Raskar | HOD- Marathi |
| Mr.Tapan Patra | HOD-Maths |
| Ms.Archana Katoch | HOD-Science |
| Ms.Poornima Sain | HOD-Social Science |
| Ms.Shweta Deshpane | HOD-Music,Dance |
| Mr.Yatin Angre | HOD-Physical Training |

### B2) Selection of books and study material – The books and study material are finalized at the CES level and preferably NCERT books are recommended.

Guidelines for selection of books

a. Curriculum Principle: The textbook selected should specifically achieve the Competencies for the Stage and the Learning Outcomes for the Grade.
b. Discipline Principle: The content and sequence included in the textbook should be careful not to contradict some of the core principles of these disciplines.
c. Pedagogy Principle: Selectors need to have a clear understanding of the pedagogy that is appropriate for the Competency and content (e.g., in language the balanced approach of including oral language, phonics and word solving instruction).
d. Technology Principle: Selectors should be aware of the current technology and audio-visual materials available for enhancing learning experiences of students. Activities that involve digital technology and references to external material should be embedded appropriately in the textbook.
e. Context Principle: The local context and environment is important in the Foundational and Preparatory Stages. important consideration for choice of content in the textbook. Moving from the familiar to unfamiliar is an important aspect of learning and the textbook should contain a balance of both familiar contexts that is a comfort for the children and unfamiliar contexts that should generate curiosity and challenge to their thoughts and preferences. For the Middle and Secondary Stages, this may not be a strong consideration in all curricular areas.
f. Presentation Principle: The textbooks should grab the attention of students. For the Foundational and Preparatory Stages, the balance between visual material and text should be tilted towards visual materials. The color schemes and design themes should be attractive and consistent. The fonts and size of text material should be both visible and least confusing for young children to decode. For the Middle and Secondary Stages, the flow of concepts, clarity in

articulation and well-designed illustration to show the same would be important.

g. Diversity and Inclusion: In the Indian context, it is important to maintain diversity and inclusion as an important principle in the choice of content for textbooks. Even within States there are regional variations and these need to find adequate representation in textbooks. Balanced gender and community representation

**B3)**   **Detailed syllabus of each class - Provide School website links of the detailed syllabus for each class (Refer to Annexure-1)**

**B4)**   **Pedagogical practices of teachers – Teachers must provide the details of pedagogies used by them for curriculum transaction, provide links for their lesson plans for each subjects. (Refer to Annexure-2)**

| Suggested Pedagogies | Principles of Pedagogy |
|---|---|
| <ul><li>Constructive Pedagogy</li><li>Collaborative Pedagogy</li><li>Reflective Pedagogy</li><li>Integrative Pedagogy</li><li>Inquiry Based Pedagogy</li><li>Experiential Learning</li><li>Art-Integrated Learning</li><li>Inter-Disciplinary Approach</li><li>Activity -Based and Joyful Learning</li><li>Integrating Life Skills</li><li>Toy Pedagogy</li><li>Storytelling as Pedagogy</li><li>Sports Integrated Pedagogy</li><li>Computational Learning</li><li>Incidental Learning</li></ul> | The following principles of pedagogy must be included in classroom planning and instruction across all Stages:<br><br>a. Every child is capable of learning. Children are natural learners.<br><br>b. Learning is an active process that involves both understanding and doing.<br><br>c. Children learn best when they are respected, valued, and involved in the learning process.<br><br>d. Children learn in a variety of ways, illustratively, through making something, discussion, listening, speaking, reading, writing, questioning, exploring, discovering, experimenting.<br><br>e. Learning happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students.<br><br>f. Practice is a critical and integral part of the learning process. |

**B5)**   **Sample Lesson Plans of each teacher for each subject (should include competencies, specific learning outcomes, inter disciplinary linkages, art integrated learning, infusion of values and life skills, pedagogical strategies, feedback, and remedial teaching plan). Please provide links of all teachers' lesson plan as per the approved format. ( Refer to Annexure 4) -** ☐ **ANNUAL PLAN  2023-24**

**B6)**   **Scheme of Studies, Assessment and Parameters of Assessment**

(a)   Subjects offered at various levels :

Subject offered list : Grade wise number of subjects:

(b)   Subject wise number of instructional periods:

Syllabus from Nursery to Cl 12
https://bbpsnavimum.balbharati.org/syllabuscurriculum/

| Stakeholders → <br><br> Class ↓ | Subject-1 | Subject-2 | Subject-3 | Subject-4 | Subject-5 | Subject-6 | Subject-7 | Subject-8 | Subject-9 | Subject-10 | Subject-1 | Subject-12 | Subject 13 | Subject-14 | Subject-15 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PS | Language | Literacy English | Maths and blocks | Gross and fine motor | Creative expression | Swimming | Music | | | | | | | | | |
| | 3 | 3 | 3 | 3 | 3 | 2 | 1 | | | | | | | | | |
| PP-I | Language | Literacy English | Maths and blocks | Literacy Hindi | Gross and fine motor | Creative expression | Swimming | Music | | | | | | | | |
| | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | | | | | | | | |
| PP-II | Language | Literacy English | Maths and blocks | Literacy Hindi | Gross and fine motor | Creative expression | Swimming | Music | | | | | | | | |
| | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | | | | | | | | |
| Class-I | English | Marathi | Hindi | Maths | EVS | Computer | Library | Art/HPE | Music | Dance | Swimming | Sp.Ed | SUPW | G.K?CACA | PT/HPE | |
| | 6 | 4 | 6 | 7 | 6 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | |
| Class-II | English | Marathi | Hindi | Maths | EVS | Computer | Library | Art/HPE | Music | Dance | Swimming | Sp.Ed | SUPW | G.K?CACA | PT/HPE | |
| | 6 | 4 | 6 | 6 | 6 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | |
| Class-III | English | Marathi | Hindi | Maths | EVS | Computer | Library | Art/HPE | Music | Dance | Sp.Ed | SUPW | G.K?CACA | PT/HPE | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | 5 | 6 | 6 | 7 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | | |
| Class-IV | English | Marathi | Hindi | Maths | Science | Social Science | Computer | Library | Art/HPE | Music | Dance | Sp.Ed | SUPW | G.K?CACA | PT/HPE | |
| | 6 | 4 | 5 | 7 | 6 | 6 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | |
| Class-V | English | Marathi | Hindi/Sanskrit | Maths | Science | Social Science | Computer | Library | Art/HPE | Music & Dance | Sp.Ed | SUPW | G.K/CACA | PT/HPE | | |
| | 6 | 4 | 6 | 7 | 6 | 6 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| Class-VI | English | Marathi | Hindi/Sanskrit | Maths/Fin.Lit | Science | Social Science/Tourism | Computer/AI | Library/HPE | Art/HPE | Music & Dance | Sp.Ed | SUPW | G.K/HPE | PT/HPE | | |
| | 7 | 4 | 4 | 8 | 6 | 6 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| Class-VII | English | Marathi | Hindi/Sanskrit | Maths/Fin.Lit | Science | Social Science/Touirism | Computer/AI | Library/HPE | Art/HPE | Music&Dance | Sp.Ed | SUPW | G.K/HPE | PT/HPE | | |
| | 7 | 4 | 4 | 8 | 6 | 6 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| Class-VIII | English | Marathi | Hindi/Sanskrit | Maths/Fin.Lit | Science | Social Science/Touirism | Computer/AI | Library/HPE | Art/HPE | Music&Dance | Sp.Ed | SUPW | G.K/HPE | PT/HPE | | |
| | 7 | 4 | 4 | 8 | 6 | 6 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| Class-IX | English | Marathi/Hindi/Sanskrit | Maths | Physics | Chemistry | Biology | History | Geography | DP | Eco | Comp | G.K/HPE | PT/HPE | Marathi spl/Counsellingl | Art/HPE | Lib/G.K./HPE |
| | 7 | 5 | 8 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| Class-X | English | Marathi/Hindi/Sanskrit | Maths | Physics | Chemistry | Biology | History | Geography | DP | Eco | Comp | G.K/HPE | PT/HPE | Marathi spl/Counselling | Art/HPE | Lib/G.K./HPE |
| | 7 | 5 | 8 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| Class-XI Science Computer | English | Maths | Physics | Chemistry | Comp/PE | GS/Lib/HPE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class- XI Science Biology | English | Maths | Physics | Biology | PE/Psycholog/Mass Media | GS/Lib/HPE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |

| Class- XI Commerce | English | Applied Maths/PE/MM | Accounts | Bst | Economics | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class XI Humanities | English | Economics | History | Psychology | PE/MM | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class-XII Computer Science | English | Maths | Physics | Chemistry | Comp/PE | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class XII Science Biology | English | Maths | Physics | Biology | PE/Psycholog/Mass Media | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class XII | English | Applied Maths/PE/MM | Accounts | Bst | Economics | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |
| Class XIIHum | English | Economics | History | Psychology | PE/MM | GS/Lib/H PE | PT/HPE | Counselor | | | | | | | | |
| | 6 | 9 | 9 | 9 | 9 | 1 | 1 | 1 | | | | | | | | |

(b)    Instructional time
Provide the link for timetable for all classes, Teachers' Timetable and the Master Timetable : https://bbpsnavimum.balbharati.org/class-timetable/
Drive link : 🗀 Time Table

(c)    Scheme of Assessment and Parameters of Assessment.
Please attach Examination Policy and Schedule, Promotion Policy and Report Cards of all Classes for your school as per NCF/NEP as and when they are implemented by the Ministry of Education.
Exam and Promotion Policy : https://bbpsnavimum.balbharati.org/promotion-policy/
Exam Schedule: https://bbpsnavimum.balbharati.org/assignment-holiday-homework/
Report Cards: 🗀 Report Cards 2023-24

(d)    Remedial Education (Refer to Annexure-3)

It's easy for some students to grasp things easily in one go, while some students might have to read the same thing several times in order to have a clear understanding of that particular concept. Such students need special attention and focus from the teachers to clarify their concepts better. Remedial programs are to be designed to close the gap between what students know and what they're expected to know and achieve expected competencies

(e)  Addressing diversity in class and Inclusive Education: Schools must formulate their own Inclusive Policy based on the following suggestive guidelines

<u>Inclusion and Participation</u>
Students should not feel excluded from the rest not only in classroom but also in informal settings, during breaks, play, or mealtimes.

Teachers also need to ensure that students belonging to different genders, socio-economic groups, and with differential abilities interact with one another and develop meaningful bonds.

There need to be processes that help Teachers become aware of their own biases and stereotypes, and how these get reinforced in their classroom practices.

It is important for school teams to assess if their approaches and methods are being inclusive, and not merely assume that they are.

Addressing diversity in the classroom

● Knowing the students
● Sensitisation activities in the class (students can present information about their culture, faith region etc in the form of presentation or session)
● Session for teachers to promote cultural sensitivity.

B7)    **Co-Scholastic Activities**

(a)    School Activity Calendar - https://bbpsnavimum.balbharati.org/school-calendar/
(b)    Prevocational Skills - Cookery, Photography, Best Out of Waste etc.
       https://bbpsnavimum.balbharati.org/gallery/
(c)    Constructive activities with positive outcomes.

| Name of the Activity | Link for the activities planned | Learning Outcomes for each activity planned | No of students enrolled along with Classes |
|---|---|---|---|
| Department wise activities have been planned consisting of detailed reports mentioning the learning outcomes of each activity. | https://bbpsnavimum.balbharati.org/projects-2/ | | |

(d)    Art Education - Music, Dance, Drama, Painting, Craft, Folk Art.
       ▢ Art Education

(e)    Health and Physical Education. Refer to HEALTH AND PHYSICAL EDUCATION MANUAL of CBSE. Link:
       **https://cbseacademic.nic.in/web_material/CurriculumMain21/Coscholastic/Health_and_Physical_Education(HPE)IX-XII.pdf**

(f)    Life Skills and 21$^{st}$ Century Skills (Refer CBSE handbook on 21$^{ST}$ CENTURY SKILLS) –
       **https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf** )
       All activities designed for Student Development should include Life skills and honing of 21$^{st}$ Century Skills

## C.    Student Development Plan

**C1)    Excellence in Academics** (Please mention the best practices adopted to enhance excellence in Academics)

🗀 Excellence in Academics

**C2)    Clubs**

| Name of the Club | Link for the activities planned | Learning Outcomes for each activity planned | No of students enrolled along with Classes |
|---|---|---|---|
| All club activities with detailed reports mentioning learning outcomes. | https://bbpsnavimum.balbharati.org/school-clubs/ | | |

**C3)    Building Scientific Temperament** (Mention all the activities taken up under the aegis of School Science Cub, ATL Club, School Innovation Cell etc.)

CBSE Regional Science exhibition & School science exhibition : 🗀 Building Scientific Temperament

Photos: https://photos.app.goo.gl/m9sg4tdGWkjVg1YY7

https://photos.app.goo.gl/QVaS9NhNcQ6JumH99

**C4)** **Strengthening of moral and ethical foundation** (you may provide details of Awakened Citizen Program, Shlokha Recitation, Morning Assemblies etc)

Awakened Citizen Program: https://bbpsnavimum.balbharati.org/awakened-citizen-programme/

Shlokha Recitation by Chinmaya Mission:
https://bbpsnavimum.balbharati.org/wp-content/uploads/2023/12/Chinmaya-Geeta-Chanting-Competition-2023.pdf

Morning Assemblies: Gurupurnima - https://bbpsnavimum.balbharati.org/wp-content/uploads/2023/07/School-Function_03.07.2023.pdf

Grandparents day -  https://photos.app.goo.gl/NBpto6eLgUGEQowZ7
Independence day: - https://bbpsnavimum.balbharati.org/wp-content/uploads/2023/08/Independence-Day-celebration.pdf
Creative Templates - https://bbpsnavimum.balbharati.org/care-connect/

**C5)** **Cultivating entrepreneurship spirit and career awareness** (Provide details of all Career Counselling Workshops, Career Fair, Internships opportunities for students of Classes XI & XII, Moulding of Entrepreneurial skills among students)

Please click on the drive link for above related section
https://drive.google.com/file/d/1Pd4DZkPgIad0XbUGQSjd4bQYCrD5teG2/view?usp=sharing

**C6)** **Rootedness in India**

Our country is one of the most diverse nations on earth. We have a rich heritage and culture with varied traditions within and across local communities. Our country is also home to deep knowledge in a variety of disciplines and fields from literature to mathematics, philosophy to arts, grammar to astronomy, ecology to medicine, architecture to agriculture, psychology to politics to education. Contemporary India is equally vibrant, taking its place in the modern world.

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning about the external world should be in consonance with learning about one's inner reality and self. **Pride in India should be ingrained in all the academic as well as non-academic activities planned.**

**C7)    Developing environmental consciousness**

While it is important that students acquire a conceptual understanding of environmental issues and challenges, as well as an appreciation of the magnitude of the problem, it is equally important to ensure they do not get discouraged or despair for their future. **To do this, the curriculum/ activities must focus on presenting possibilities and positive examples of actions to contain or reverse environmental damage**. At the same time, it must be emphasized that the onus for mitigation is not only on individuals but on communities and nations as well.

**India has a long history and rich traditions of environmentally sustainable practices. It is important for our students to understand this and learn about such practices from across different regions of our country**. Eco Clubs and Green School programmes must be initiated in all schools.

**C8)** **Wellness Activities (**Details of the activities planned for Well-being of students and creating awareness)

| TYPE OF ACTIVITY (Workshop) | MONTH/WEEK/DATE | TARGET GROUP | LEARNING OUTCOME |
|---|---|---|---|
| Beat the Bully | July 23 | Classes 6-9 | Students learn what bullying is,know the different forms of bullying and that being bullied makes people feel bad. |
| Growing up | Aug 23 | Classes 6 & 7 | Identify basic changes in growth and development from birth to adolescence |
| Financial Literacy | Aug - Dec | Classes 1-11 | Financial Awareness |
| Coding is fun | Aug - Sept | Class 8 | Coding as life skill |
| Classroom Rules | Aug - Sept | Class 8 | Better classroom management |
| Gardening | Aug - Sept | Class 8 | Texture of soil |
| Mental Health Day (Power ofGratitude) | Oct 23 | Nur. to 12 | Introduce a culture of gratitude into the school with the gratitude activities in the classroom. |
| Self Awareness | June-July | Classes 11 and 12 | Self development |
| Understanding emotions | Aug - Oct | | Self development |
| Important Life Hacks | Nov- Dec | | Basic sewing skills and buttoning taught |
| Why Body shaming is a form of Bullying | Dec 23 | Class 8 | Emotional wellbeing |

**C9)    Collaborative Activities (**Collaborative activities including exchange programs etc.)

| MONTH/WEEK | ACTIVITY | LEARNING OBJECTIVE | PROPOSED SCHOOLS FOR COLLABORATION |
|---|---|---|---|
| Nil | | | |
| | | | |

**C10)    Community Outreach** (Activities planned under the aegis of Interact Club, Swachhata Pakhwada of CBSE, Activities done in Association with NGOs)

| MONTH/WEEK /DATE | THEME | ACTIVITY/PROJECT | OBJECTIVE/S | NO. OF STUDENTS | CLASS(ES) |
|---|---|---|---|---|---|
| October 2023 | Cleanliness drive | Swachhata Pakhwada of CBSE | Significance to keeping oneself and the surroundings physically, mentally clean and healthy | 112 | 6-12 |
| June-July 2023 | Plastic waste | PlasticWaste Collection drive | The school in collaboration with Indian Centre for Plastic in the Environment (ICPE) conducted a plastic waste collection drive to protect our environment and make our community, city and country a sustainable place to live in. | All students | Nur-Cl 12 |

**C11) Co-curricular / Bal Sabha Activities** (Please mention any other activity that has not been mentioned above)

| NAME OF THE ACTIVITY | LINK FOR THE ACTIVITIES PLANNED | LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED | NO OF STUDENTS PARTICIPATED ALONG WITH CLASSES |
|---|---|---|---|
| Monthly Bal Sabha Activities | https://bbpsnavimum.balbharati.org/montessorie-wing/ | As per the the PDF attached in the link | All students |
| Monthly Activities have been planned date wise for Primary to Sr. Secondary sections. | https://bbpsnavimum.balbharati.org/school-calendar/<br><br>https://bbpsnavimum.balbharati.org/gallery/ | To enhance the personality, leadership, emotional and social skills, build a sense of responsibility and improve skill and competency. | All students from Cl 1 to 12 |

**C12) Sports Activities**

| Sports activities planned throughout the year | Fitness Protocols Achieved | No of students participated along with Classes | Link for the report put up on the website regarding the activity conducted |
|---|---|---|---|
| Inter House Cricket competition (Boys) | Develops Locomotor Skills<br><br>Develops Manipulative Skills<br><br>Develops Body mind coordination | Class 6 - 50 students<br>Class 7 - 50 students<br>Class 8 - 50 students<br>Class 9 - 50 students<br>Class 10 - 50 students<br>Class 11 - 50 students | https://bbpsnavimum.balbharati.org/sports-games/<br>https://bbpsnavimum.balbharati.org/sports/ |
| Inter House Throwball competition (Girls) | Develops Locomotor Skills<br><br>Develops Manipulative Skills<br><br>Develops Body mind coordination | Class 6 - 50 students<br>Class 7 - 50 students<br>Class 8 - 50 students<br>Class 9 - 50 students<br>Class 10 - 50 students<br>Class 11 - 50 students | |

| | | | |
|---|---|---|---|
| Inter Class Chess competition (Boys) | Improves concentration<br><br>Problem solving<br><br>Improves memory function | Class 3 - 60 students<br>Class 4 - 60 students<br>Class 5 - 60 students | |
| Inter Class Chess competition (Girls) | Improves concentration<br><br>Problem solving<br><br>Improves memory function | Class 3 - 60 students<br>Class 4 - 60 students<br>Class 5 - 60 students | |
| Inter House Football competition<br><br>(Boys) | Develops Locomotor Skills<br><br>Develops Manipulative Skills<br><br>Develops Body mind coordination | Class 3 - 60 students<br>Class 4 - 60 students<br>Class 5 - 80 students<br>Class 6 - 70 students<br>Class 7 - 70 students<br>Class 8 - 60 students<br>Class 9 - 60 students<br>Class 10 - 65 students<br>Class 11 - 55 students<br>Class 12 - 50 students | |
| Inter Class Table Tennis competition<br><br>(Boys) | Develops Locomotor Skills<br><br>Develops Manipulative Skills<br><br>Develops Body mind coordination | Class 5 - 28 students<br>Class 6 - 32 students<br>Class 7 - 30 students<br>Class 8 - 25 students<br>Class 9 - 22 students<br>Class 10 - 18 students<br>Class 11 - 26 students | |
| Inter Class Table Tennis competition<br><br>(Girls) | Develops Locomotor Skills<br><br>Develops Manipulative Skills<br><br>Develops Body mind coordination | Class 5 - 28 students<br>Class 6 - 29 students<br>Class 7 - 30 students<br>Class 8 - 22 students<br>Class 9 - 22 students<br>Class 10 - 14 students<br>Class 11 - 22 students | |

| | | | |
|---|---|---|---|
| DSO Subroto football tournament | | | |
| DSO games | | Class 5 to 12 - 590 students approx | |
| NMASA indoor games competition | | Class 5 to 10 - 80 students approx | |
| All India Inter Unit Sports Meet | | Class 3 to 10 - 76 students | |
| CBSE cluster | | Class 3 to 12 - 32 students approx | |
| NMASA outdoor games | | Class 4 to 10 - 230 students participated | |

**C13)** **Development of skill-based activities** (Refer to the CBSE curriculum **https://cbseacademic.nic.in/skill-education.html** )

| NAME OF THE SKILL BASED ACTIVITIES / SUBJECTS | CLASS | NO OF STUDENTS ENROLLED ALONG WITH CLASSES | LINK OF CURRICULUM PLANNED | LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED |
|---|---|---|---|---|
| Coding is Fun | 6-8 | 581 | https://bbpsnavimum.balbharati.org/workshops/# | |
| Hygiene | 8 | 203 | | |
| Financial Literacy Program | 1-10 | 1902 | | |
| Gardening - Texture of Soil | 8 | 203 | | |
| Classroom Rules | 8 | 203 | | |
| Preparing Bird House | 8 | 203 | | |
| Reuse of Plastic to make decorative pots. | 6 &7 | 378 | | |

**C14)** **Support for Gifted Students/Students with Special Talents**

- Schools will follow NCERT and NCTE guidelines for the education of gifted children.
- Teachers will encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance.
- Olympiads and competitions in various subjects will be conducted across the country.
- Online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed as group activities.

**C15)    Assessment for Student Development**

- The progress card of all students for school-based assessment will be redesigned.
- The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains as per the setting of norms, standards and guidelines for student assessment and evaluation for all recognized school boards.
- The progress card will include self-assessment, peer assessment and teacher assessment.
- Teachers to be prepared for a transformation in the assessment system.

**C16)    Student Needs Assessment Mechanism – Remedial Education** (Annexure-3)

It's easy for some students to grasp things easily in one go, while some students might have to read the same thing several times in order to have a clear understanding of that particular concept. Such students need special attention and focus from the teachers to clarify their concepts better.

Remedial programs are to be designed to close the gap between what students know and what they're expected to know and achieve expected competencies

| STUDENT NEEDS ASSESSMENT MECHANISM | NO OF STUDENTS IDENTIFIED FOR REMEDIAL CLASS | NO OF STUDENTS IDENTIFIED FOR ENRICHMENT CLASS |
|---|---|---|
| Gap or discrepancy analysis | 15 | Classes I – III |
| | 15 | Classes IV – V |
| | | Classes IV – VIII |
| | 10 | Class IX-XII |

## D. Teacher Development Plan

Teachers are expected to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools.

The Teacher development plan is a must for the following reasons:

- to update individuals' knowledge of a subject in light of recent advances in the area
- to update individual's skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research
- to enable individuals to apply changes made to curricula or other aspects of teaching practice
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice
- to exchange information and expertise among teachers and others, e.g. academics, industrialists
- to help teachers become more effective.

**D1)    Teacher Needs Assessment & Training**

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support.

| Sr.No | Designation of teachers | Total hours of training attended | Workshop conducting agencies |
|-------|------------------------|----------------------------------|------------------------------|
| 1 | NTT | 377 | CBSE, COE, DIKSHA,NISHTA,NCERT, INHOUSE TRAINING and OTHERS |
| 2 | PRT | 803 | |
| 3 | TGT | 802 | |
| 4 | PGT | 450 | |

## D2)   Teacher Training Schedule

Schools must devise their own training schedules after making an assessment of the training needs and short comings of teachers while transacting academic and non-academic content.

| TEACHER TRAINING TOPIC/ ACTIVITY | PROPOSED DATE/WEEK /MONTH | RESOURCE PERSON | TARGET GROUP | LEARNING OUTCOMES |
|---|---|---|---|---|
| Teaching and Dramatics | 14 June 23 | Ms.Preeti Baapat | Teachers teaching Pre primary and primary classes | Coordinate collaborate critical thinking creativity and organizational skill |
| Finance and You | 13 June 23 | Mr.Jeetandra Dhiman TATA-AIA Life | Teachers teaching classes 6-12 | Finance Mgt |
| Shin workshop | 13 June 23 | Ms.Madhuchhanda and Ms. Nisha | teachers teaching primary classes | Focus on the holistic development of children and improving their 21st-century skills (Cognitive & Non-cognitive skills) that are universally essential. |
| Interactive Panel | 14 June 23 | Ms. Anjali Kapri Ms. Sneha C Mr. Ramkrishna D Ms. Meenakshi T | Secondary and Sr Secondary | Effective use of ICD in classroom |
| Logiqids | 1st July 23 | Mr. Ankit Gupta Vice President | All teachers | To enhance Logical thinking skills in students in a structured way |

| | | Logiqids | | |
|---|---|---|---|---|
| Design Thinking and Innovation | 1 july 23 | IIT Mumbai | Ms.Gifty Jacob | enhance creative problem solving skills and innovation mind set |
| Pradhanacharya Yojna | 17th and 20th July 23 | CBSE | Ms Kalpana Dwivedi | For growth and training of Principals |
| Prayog | 17th and 28th Aug 23 | | Ms Kalpana Dwivedi | Sustainable development goals.<br><br>Continuous and comprehensive evaluation. |
| SQAAF | 26 July 2023-15 Sept 23 | CBSE | Ms Kalpana Dwivedi<br><br>Ms. Kumud Munshi<br><br>Ms Shraddha Madan | Attaining individual and institutional excellence.<br><br>Empowering educators by providing a structured framework. |
| Teachers' Empowerment Seminar. | 14-15 Sep 2023 | Department of Education, Raigad District & Panvel Municipal Corporation | Ms. Neelam Soni,Ms. Jaya Parte,Ms.Shweta Deshpande, Ms. Bhagyashree Hardikar,Ms. | Creating a positive environment and long term organizational success |

| | | | Priya GosaiMs.Hemisha Bajaj,Ms.Vaishali Londhe,Ms. Manasi Das,Ms. Vaidehi Jadhav | |
|---|---|---|---|---|
| Teaching, Learning and Assessment at the Foundational stages | 9 Sept 23 | Orient BlackSwan | Ms. Kanchan Desai, Head Mistress | Promotes personal development of children's positive attitude towards learning . |
| Mindfulness and Self Care | 14 oct 2023. | Dr. Chinu Agrawal. Psychologist | Ms.Malvika Senguta Ms.Poornima Sain Ms.Kumud Munshi Ms.Shraddha Madan | Practice attention to acknowledge and manage stressors, leading to increased resilience and a more positive learning experience. Furthermore, mindfulness enhances creativity and problem-solving skills |
| 2nd Workshop on Shin Activity Kit | 30 Sept 23 | Shin Edupower Pvt. Ltd | Primary Department | Focus on the holistic development of children and improving their 21st-century skills (Cognitive & Non-cognitive skills) that are universally essential. |

| Content Review Session - O Labs-Next G | | C- DAC Kharghar | Ms Anindita Singh<br><br>Mr Vijay M<br><br>Ms Sapna S<br><br>Ms Sneha C<br><br>Ms Anupama M<br><br>Ms Anju S | Assessing and reviewing the modules for better learning and understanding |
| --- | --- | --- | --- | --- |

**D3)** **Classroom Observation Schedule** (Refer to Annexure 5)

| CLASSROOM OBSERVATION SCHEDULE | FREQUENCY | DONE BY | FINDINGS |
| --- | --- | --- | --- |
| **Informed Supervisions** | Quarterly one for each teacher | Respective Heads and Principal | The classroom observation improves the teachers performance.<br>The classroom observation helps to identify the students individual needs and learning style<br>The observation maintains the positive and inclusive learning environment.<br>Teachers start using best practices |
| **Spontaneous Supervisions** | Quarterly one for each teacher | Respective Heads and Principal | |
| **Mentoring and Monitoring** | Continuous mentoring and after every observation | Respective Heads and Principal | |
| **Teacher Quarterly & Annual Proforma** | Annual assessment | Respective Head and Principal | |

# SECTION – III

## PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2023-24)

**3.1    Vision, Mission, Values, Focus & Approach**

| Vision |
|---|
| ★ To strive for better and better, not resting on one's laurels, seek solutions- not excuses, deliver results and serve the community by providing quality education<br>★ To instill in the children good habits and values such as truthfulness, unselfishness, self-respect, self-control, sense of duty, discipline, striving for excellence, cleanliness, civic sense, good manners, fair play, team-spirit, the dignity of labour, punctuality, independent thinking, a rational and scientific approach and a spirit of social service and harmony<br>★ To foster pride and love for the country and its great heritage and the tradition of tolerance epitomized in the noble phrase "The whole world is one family"<br>★ To encourage learning by providing multidisciplinary, engaging and challenging educational opportunities; thereby ensuring holistic development of the students<br>★ To provide comprehensive education keeping in view the country's rich heritage and cultural background<br>★ To make available opportunities for the development of the different facets of the child's personality<br>★ To ignite deep awareness in students to embrace their strengths<br>★ To empower students to work to the best of their potential |

| Mission |
|---|
| ★ Develop holistic personalities with virtues of moral development, cultural understanding and social awareness<br><br>★ Prepare global citizens committed to constructively face challenges of an active and responsible participation in society along with its varied cultures and environmental heritage<br>★ Inculcate life skills to cope with changes and challenges<br><br>★ Nurture skills required to channelize technological dexterity and use it judiciously<br><br>★ Instill sensitivity and commitment to our environment<br><br>★ Impart wisdom that transforms knowledge into a meaningful initiative for a harmonious society<br><br>★ Equip students to meet all challenges – social, moral, and intellectual<br><br>★ Make students responsible, law abiding and enlightened citizens of a global society<br><br>★ Instill among students traits of team work, empathy, patience, perseverance and respect |

★ Promote national identity and social justice

★ Foster a culture of research and innovation

**Our Values**

The schools focus on: -
★ Values of honesty, compassion, tolerance and respect for others.
★ Development of democratic and secular values
★ Respect for our country's rich and varied heritage and inculcating a sense of national pride.
★ Learning to contribute to humanity through co-operative efforts.
★ To ensure sensitivity and commitment towards the environment and all beings and to make students responsible and law-abiding citizens of a global society.
★ Cultivating the culture of perseverance, dedication, adaptability, self-reliance and self-belief among students
★ Developing the 21$^{st}$ century skills among students

**Key Strengths of the School**

The will to win, the desire to succeed, the urge to reach your full potential…. These are the keys that unlock the door to excellence. Bal Bharati schools epitomize this excellence where students and teachers tread the untrodden path to achieve greater horizons in the pursuit of knowledge. Some of our key strengths are:

★ Quality education at an affordable cost

★ Best infrastructure that is upgraded periodically

★ Child centered approach

★ A well-balanced curriculum

★ ICT based curriculum and pedagogy with an aim to enhance the 21st Century Skills of students

★ Multi-Sensory Learning - supporting integrated learning, experiential learning, project-based learning, enquiry-based learning, blended learning, adaptive learning and so on.

★ A well-structured sports programme and infrastructure with trained coaches in a number of games

★ Buildings being effectively used as learning spaces in all units

★ Updated well-stocked libraries and audio-visual equipment in labs, classrooms and other learning spaces besides well-equipped medical rooms

★ Various clubs and co-curricular activities provide ample exposure to students to develop and hone skills such as critical thinking, creativity, problem-solving as well as vocational skills.

★ Skilled, empowered and supportive faculty to impart knowledge and positive virtues among the students, thereby helping them become responsible global citizens

★ An activity-oriented approach towards ensuring holistic development of students along with 100% participation

★ Effective usage of a variety of pedagogical strategies alongside continuous monitoring

★ Progressive approach towards innovation

★ Fostering moral development, cultural understanding and social awareness among children.

★ An effective model of inclusive education – ensuring equal opportunities for all students, regardless of their socio-economic background

★ A strong faith in international dimension and fostering bicultural exchange programmes (global outreach programmes)

★ A strong and positive connection with all parents and stakeholders.

★ Innovative techniques of teaching global citizens

★ Provision of continuous professional development of teachers through regular training programmes

**Areas of Improvement / Focus Areas**

★ Getting our schools NEP 2020 and NCF 2023 ready

★ Improving academic output

★ Promoting strong core values of: Commitment, Acceptance, Respect, Excellence and Strength

★ Development of literacy and numeracy abilities as well as innovative practices in ICT

★ Motivating peer-teaching and micro-teaching

★ Further enhancing the teacher training structure – training the teachers in all areas of NEP 2020 and NCF 2023

★ Promoting skill education

★ Developing 'Research Skills' among students as well as staff

★ Training in designing impressive portfolios, journals and presentations

★ Improving spoken English language skills

★ Enhancing the assessment structure based on the latest guidelines

★ Digitization of school records

**3.2     Constitution of Pedagogical Plan Committee**

| Name | Designation | Role in PPC |
|---|---|---|
| Ms.Malvika Sengupta | Vice Principal | Head |
| Ms.Kanchan Desai. | Head Mistress | Incharge |
| Ms.Suman Dabas | Coordinator | Incharge |
| Ms.Asha Nazare | Mont PRT | Montessori Department incharge for PPC |
| Ms.Bharaty Prabhakar | PRT | Primary Department incharge for PPC |
| Ms.Hemlata Shinde | TGT | Secondary Department incharge for PPC |
| Ms.Poornima Sain | PGT | Sr.Secondary Department incharge for PPC |

**3.3     PPC Meetings to Develop APP**

| DATE | STAKE HOLDERS CONSULTED | REMARKS |
|---|---|---|
| 16th Jan 2024 | Yes | Discussion on APP |
| 19th Jan 2024 | Yes | |
| 24th Jan 2024 | Yes | |

**Number of meetings to be held for implementation of plan**

| DATE | STAKE HOLDERS CONSULTED | REMARKS |
|---|---|---|
| 6th April 2024 | Teachers | Agenda - Curriculum,Teaching Pedagogy |
| 6th July 2024 | Parent Representative of all classes | Agenda- School Woking andEvents |
| 5th October 2024 | Members of Administration staff | Agenda- Infrastructure development,Budget |
| 7th December 2024 | Student Council | Agenda-Student discipline and club activities. |
| 1st February 2024 | Teachers | Agenda-Evaluation and Assessment of students |

**3.4    Pedagogical Vision**

**Pedagogical Vision**

Pedagogical vision is a term that refers to the approach, methods, and goals of teaching and learning. A pedagogical vision can help teachers to design effective and engaging learning experiences for their students, and to reflect on their own professional growth. A pedagogical vision can also help students to understand the purpose and value of their education, and to develop their own interests and abilities.

**Suggested Sample**

The school aims at the holistic development of all learners taking cognizance of their social, emotional, cognitive & physical needs in order to build a solid & strong foundation. Accordingly, the curriculum at all the levels is carefully designed using the theme and/or subject based approach as appropriate.

Planning of the Curriculum is done keeping in mind the basic principles of development i.e., going from known to unknown, and from concrete experiences to abstract experiences.

A lot of importance is given to experiential learning wherein the teacher as a facilitator provides innovative multifarious, all-encompassing activities. We firmly believe in learning by doing. Hence, an integrated approach, involving hands-on activities, are an essential part of the system.
IT based curriculum transaction is being focused upon. Skill-based training programmes as AI financial literacy will also be incorporated.

For facilitating successful collaboration with parents to help learners achieve their respective goals, an annual planner is prepared which is further divided into monthly, weekly & daily plan, thus making learning easier, comprehensive, and effective.
These plans include both scholastic and co-scholastic activities such as morning assemblies, special celebrations, sports activities, performing arts etc.

We, at Bal Bharati, engage and empower each child to face varied challenges- moral, social, intellectual, as well as practice basic courtesies, skills & moral values to become a responsible future citizen.

### 3.5 Our Teaching Learning Approach

With the right teaching methods, educators can create an enjoyable and productive classroom experience for students where they can learn important academic and social skills to last a lifetime. CES recommends use of technology to enhance learning experiences, with emphasis on experiential and enquiry based learning. Teachers must use different frameworks to support students with different interests, abilities and learning styles.

**Foundational Stage**

The pedagogical approach should be play based and should involve nurturing caring relationships between the teacher and the children.
The pedagogical design should allow for a balance between self-paced individual learning to a more social group-based learning.
Development of foundational capacities in literacy and numeracy would require adequate time for the child to practice and repeat on their own.
Whole class instruction should be balanced with work time for children where they work on their own either with materials or with worksheets.

**Preparatory Stage**

The pedagogy will continue to be activity-based and discovery-based in this stage, gradually encouraging students to be active within a formal classroom arrangement.

The ability to concentrate and pay continuous attention to classroom lectures and discussions needs to be encouraged. Some proportion of the self-paced individual work should be part of the classroom activity, while some amount of homework can be included.

**Middle Stage**

Pedagogy is a judicious balance of direct instruction and opportunities for exploration and inquiry. The expansion of content areas and the abstract nature of theories places a heavy cognitive demand on students. The focus on concept development indicates that the Teacher must pay attention to the prior concepts that students might already have and how to use those concepts to bring about active learning. The emphasis is not on accumulating more facts but on becoming fluent in the methods of inquiry within each form of understanding.

## 3.6　Institutional Goals

| | |
|---|---|
| **Annual Goals** | • Advancement of academic excellence<br>• Strengthening student persona through Community Outreach Programmes<br>• To equip students & teachers with the latest innovations, technology.<br>• To establish safe, sound & modern infrastructure<br>• Overall development of students through co-scholastic activities<br>• To develop a global outlook among the students<br>• To enhance personalities through value-based education<br>• Excellence in the field of sports. |
| **Strategies** | • Incorporating & innovating latest teaching methodologies for achieving excellence in academics.<br>• Initiating and organizing community outreach programmes<br>• The school has been initiating infrastructural development plans at various levels<br>• Innovative & meaningful co-scholastic activities are planned annually.<br>• The school has entered into exchange programmes with other schools to develop a global outlook among students.<br>• The School plans an elaborate sports planner every year. |
| **Long Term Goals** | • Use of technology to enhance learning outcomes.<br>• Make a headway in the field of NCC<br>• Enhancement of Sports Enrichment Programme.<br>• Establishing strong Alumni connect |
| **Strategies** | • Technology to be incorporated through knowledge enhancement sessions in ATL and Artificial Intelligence<br>• Motivating students to join NCC and developing the same as a permanent feature.<br>• Establishing Evening Sports Academics for sports enhancement. |

## 3.7 Coordination with Stakeholders (Inter- personal relationship with stakeholders)

| STAKEHOLDERS | METHODS OF COMMUNICATION | WAYS OF INVOLVEMENT | ACTIVITIES PLANNED |
|---|---|---|---|
| Managing Committee members of the school. | Email, Monthly Virtual meetings,Quarterly Managing Committee Meetings .Monthly report of the school is sent. | Quarterly Supervision by the Management Committee members | Planning and reviewing policies and school manual.. Budget Planning Syllabus and textbook planning. Recruitment Infrastructure development Supervising , monitoring and annual audit |
| Staff members for school Administration | The staff is informed about the school events..Regular meetings. | Inclusive decision making for the processes related to office work.Feedback sessions with the Principal | Planning for budget,Planning School finances and accounts. |
| Teachers | Notices , WhatsApp group,circulars and email | Collaborative planning.Assign duties related to all the areas of school planning and students Follow up regularly by heads. Conduct regular training sessions.Create new opportunities for staff members | Workshops and training planned as per the need.Making student progress report and work towards their development. Team building activities.Share their best practices. |
| Students | Diary,notices to parents for students,Verbal instructions | Assign roles to students and make them responsible. Have a student council meeting . | Group Activities like Project Exhibitions,Carnival and competitions..Annual day events.Parent student programs in the school.Make various clubs to promote environment awareness,book reading,road safety. |
| Parents | Circular,Website ,whatsApp group | Parents representative in the Managing Committee. Parents as judges to judge various competitions. | Monthly meetings planned with PTA members. Inviting parents as resource persons to conduct various workshops. |

**3.8** Annual Planner for Pedagogical Plan for Leading Learning - APP is to be planned for all 04 quarters of the academic year and then transformed into the Annual Planner for the school. Schools are free to choose their own descriptors and actionable. The list given below is suggestive.

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

| ACTIONABLES | STEP-1<br>Where are we now as School? | STEP-2<br>What do we need to do in the coming year? | STEP-3<br>How will we achieve what we want to do?<br>Who is responsible | STEP-4<br>What is the timeline for implementation | STEP-5<br>What will the impact look like? |
|---|---|---|---|---|---|
| **Actionable 1:**<br>**Ascertain the needs for professional development through collaborative practices.** | Doing continuously with the help of workshops and training programs | Engaging faculty in compulsory programs for professional development | Organizing Workshops/Courses/Observation visits to different institutes/ Peer learning/ Seminars/ Research/ Panel discussion<br>Making a committee of members from each department which will be responsible for the engagement of teachers in Professional development. | Two training programs for each faculty per quarter | The impact will be seen in students and teachers.There will be improved levels in student participation ,interest in subject and learning ability. The teacher will be more confident in subject knowledge,classroom management and assessing student work. |
| **SUB POINTS**<br>● Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. co-create rubrics, checklists, rating scales with faculty). | Regular subject meetings as co-construct mechanisms and quarterly informed and uninformed teachers observation by department heads | Demo lessons by each teacher in the subject meetings<br><br>Competitions amongst teachers like Module making, Best lesson planning etc. | Assigning duties to subject heads to make a schedule and involve each teacher to give demo lesson<br><br>School heads to create rubrics | Monthly subject meetings<br><br>Rubrics to be ready in the beginning of the session | Teachers will learn best practices in areas like teaching methodology and pedagogical strategies with demo lessons<br><br>Assessment of teachers |

| | | | | | |
|---|---|---|---|---|---|
| | to identify their professional needs | Creating rubrics to identify professional needs | | | will be beneficial to identify the individual needs of teachers |
| • Use these co-constructed mechanisms on a regular basis. | The outcome is applied in the teaching learning process | The output will be recorded and maintained as a reference | Subject heads to make a report and share with school heads | To be scheduled as a monthly activity from next academic session | beneficial for both students development and teachers empowerment |
| • Engage in a dialogue with individual teachers to identify individual needs and the way forward. | At the time of quarterly observation of individual teachers. | Mentorship programs between two teachers | Designing workshops/courses as per their individual needs. Mentor teacher to be responsible | To be scheduled as a monthly activity from next academic session | The impact will be seen in the pedagogical strategies. The teachers will be open to share their best practices for the benefit of students. |
| • Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs. | Subject wise committees are already established | Monthly subject meetings with a feedback report to all heads | Discussion on the areas of competency, current knowledge and skills and applying in mentorship programs | To be scheduled as a monthly activity from next academic session | Teachers will be able to improve their weak areas and their subject knowledge |
| • Establish SMART targets for teachers. | Teachers plan their lessons with specific, measurable and achievable goals | Targets to be planned to bring advancement in teaching strategies, motivating students and using innovative techniques in a specified time limit | Plan some incentives for completing the target | Regularly from next academic session | The impact will be seen in teachers professional growth and students achievement |
| **Actionable 2:** <br> **Creating opportunities for continuous and comprehensive professional learning**. | Doing with workshops/ discussions/ seminars / virtual training. <br><br> 50 hours training/ course/workshop is mandatory for each | Create more opportunities for teachers to learn effective instructional strategies by conducting more regular workshops and training sessions on various topics | Organize workshops / training sessions by in house experienced teachers <br><br> Inviting experts or educators to conduct training sessions | To begin with immediate effect | It will foster the culture of continuous improvement by learning advanced and innovative practices and be beneficial for student achievement. |

| | teacher in a year | | Use technology to facilitate virtual observations, allowing teachers to share videos or conduct live streaming of their lessons for colleagues to observe

Create a digital repository of effective teaching resources and practices that teachers can access at any time | | |
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| • Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible. | Doing through discussions in the subject meetings and observation in the demo lessons | More regular meetings and discussions in a stipulated time

More opportunities to visit neighboring schools and study their effective practices | Allocate dedicated time for teachers to observe their colleagues.Recognition and incentives to teachers who actively involved in the study of effective instructional practices.Peer to Peer observation program along with feedback and reflection | To begin with immediate effect | The impact can be seen in teachers taking initiative to come up with innovative ideas to improve their instructional practices |

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| • Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs. | Already doing it as per the identified school needs | More in house workshops and panel discussions by experienced teachers to be organized | Organize workshops/training sessions for every scholastic and co-scholastic subject<br><br>Identify the expertise of in house teachers and prepare them to conduct the workshop<br><br>Recordings of these workshops to be preserved in the library as a reference<br><br>Allocate resources to organize talks with experts and school leaders | To begin with immediate effect | improved teaching practices to address the evolving needs of students and implement evidence-based practices. |
| • Encourage teachers to enroll for online professional courses for advanced learning. | Doing it continuously | Encouragement to be given to teachers by sharing success stories of teachers<br><br>Highlight the relevance of new skills and knowledge in enhancing teaching effectiveness and student achievement | Mentorship programs to identify needs of appropriate professional courses<br><br>Allocating time and resources<br><br>Recognition and awards for achievements<br><br>Identify and provide | To be done with immediate effect | It will foster a continuous learning environment in school and help in teachers personal and professional growth |

| | | | course plans with flexible schedules | | |
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| • Hold teacher seminars where best practices are shared across grade levels and subjects. | Doing in subject meeting and demo lessons | Seminars to be conducted monthly and to be planned in the school calendar | Create a planning committee<br>Have pre planned seminars with different activities like workshops, interactions and panel discussions<br><br>Have feedback, follow up in classroom and recognition and appreciation for the presenters | To be done with immediate effect | Enhance teachers knowledge, skills and teaching methodology which results in improved teaching practices |
| • Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse. | Doing through discussions in the subject meetings and occasionally visit to other school | More collaborative programs to be organized with other schools | Neighboring schools to be invited for collaboration programs<br><br>Virtual meets to be conducted for discussions and observations<br><br>Visit to other schools to be arranged | To be done with immediate effect | Exposure to diverse approaches helps educators tailor their teaching practices to meet the needs of diverse learners. |

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| • Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centered to student centric. | Doing occasionally | Duties to be assigned to teachers to plan and design such modules in a specific time limit | Subject wise teams can be created to plan and design the modules<br><br>Understand students' needs, decide on the topics or concepts which are related to real world examples and case studies.<br><br>Use technology tools, promote critical thinking and problem solving<br><br>Promote collaboration and self directed learning | To begin in next academic session | Increased student engagement and Enhanced learning outcomes |
| **Actionable 3:**<br>**Promoting reflective thinking and meta cognitive thinking practices amongst the teachers** | Doing with peer observation and discussion about each others strategies | Conduct workshops specifically focused on metacognitive strategies for teaching and learning. | Allocate specific time during professional development sessions or meetings for teachers to reflect on their teaching practices. | To begin in next academic session | It will encourage them to think critically about their teaching practices, consider the impact on student learning, and engage in self-awareness and self-regulation. |
| • Develop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy. | Doing in regular subject meetings | Foster a school culture that values continuous learning and professional development by creating a systematic | Provide Time for Collaborative Planning<br><br>Integrate constructivist principles into | To begin in next academic session | It will help in ongoing teacher development and the implementation of effective teaching practices |

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| | | and supportive framework | professional development sessions, emphasizing hands-on learning, inquiry-based approaches, and collaborative problem-solving. | | |
| • Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice. | Doing through quarterly appraisal forms | To be used after each lesson and demo lessons in the subject meetings | Mechanisms for self reflection can be made by department heads and subject heads | To begin in next session | It will foster a culture of reflection by incorporating reflective practices into professional development |
| • Engage with teachers to deconstruct what student-centered learning processes look like in a classroom and the role of a teacher in such a classroom. | Doing through workshops and online and offline training sessions | More opportunities to be given for sharing learning experiences and for collaborative exploration | Encourage teachers to share specific examples from their classrooms where they have implemented student-centered approaches.<br><br>Discuss a range of student-centered strategies such as project-based learning, inquiry-based learning, cooperative learning, and personalized learning. | To begin in next academic session | Teachers will feel empowered to experiment with new strategies, reflect on their practices, and collectively work towards creating student-centered classrooms |

| Challenge teachers to continually examine the extent to which their practices support student learning. | Doing through regular formative and summative assessment of students | Promote a culture of peer observation where teachers observe each other's classes.<br><br>Encourage constructive feedback and discussions about observed teaching practices. | Incorporate student feedback as part of the assessment process.<br><br>Encourage teachers to seek input from students about their learning experiences and adjust practices accordingly | To begin with immediate effect | It will foster a culture of reflection, self-assessment, and a commitment to continuous improvement. |
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| **Actionable 4:** <br> **Empowering teachers to become agents of change** | Doing regularly | Encourage innovations and experimentation <br><br> Recognize innovations | Encourage action research projects <br><br> Allocate resources <br><br> Use of technology | To begin in next academic session | It will positively impact the classrooms, schools, and the education system as a whole |
| • Teachers could carry out action research | Yet to be done | Allocate dedicated time and resources <br><br> Plan demonstration sessions | Assign topics <br> Set objectives <br> Collect data <br> Analyze data <br> Reflect on findings <br> Conclude and implement changes | Next academic session | Improved teaching practices |
| • Believe in teachers' ability to seek and provide solutions. | Teachers have the flexible environment and support to experiment | | | | It leads to teachers empowerment and a sense of responsibility and commitment to student success. |
| • Practice distributed leadership to improve overall school systems, processes and environment. | Already following a healthy practice of distributed leadership | | | | Better resource utilization and professional development |
| • Create a collaborative culture in the school for teachers to work together. | Doing it continuously | More number of subject and general meetings to be organized | Dedicated time to be planned and mentioned in the calendar | Next academic session | Helps in improved decision making, shared learning and positive school culture |
| • Encourage teachers to identify areas of the school where change could be brought through Action Research. | Teachers have a flexible working environment. Their ideas are always welcomed. | | | | Helps in continuous improvement and enhanced student outcome |
| • Develop teachers' capacity to undertake Action Research. | Done through sharing work of other teachers | By showing and discussing best practices of professional growth | By offering mentorship programs <br><br> By carrying out small | Next academic session | It is a systematic and reflective inquiry process which helps in teachers professional |

| | | | scale action research in the beginning

By providing access to resources | | growth as well as enhanced student achievement |
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| ● Assessment of the Professional Development Programme at school | Done regularly with the help of reports on the various workshops attended by teachers and seminars conducted by in house teachers in the school | Setting clear objectives of professional development programs and aligning them with school goals | Pre assessment of teachers knowledge and skills

Identify the challenges faced by teachers

Provide a variety of delivery methods to accommodate all learning styles

Post assessment of teachers knowledge and skills | Next academic session | It will help to bring required changes in the plan for professional development of teachers |

- It is critical that we measure the impact of the implementation of our intent of professional development. We would need to examine whether the professional learning that has been put into place has positively impacted different aspects of a school.

- A few examples could be:
  - o Quality of teaching-learning process
  - o Quality of assessments undertaken – both formative and summative
  - o Attainment and progress data of students across subject
  - o School culture

## DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

Innovations are those changes that are designed to solve a problem, have an impact and are cost-effective. Innovations are usually creative, non-traditional approaches to solve problems. Innovations cannot be made to order, but we can systematically plan for innovations with the help of teachers & students through creativity.

Innovation attempts to solve problems for which traditional solutions have yielded little results.

Exponential and disruptive technologies like digital platforms, artificial intelligence and virtual learning hubs are transforming the way the current and future generations will learn.

In addition, the pandemic has demonstrated the necessity of building a school culture that is agile, flexible and adaptable. Schools need to embrace change by being prepared to experiment, and lead change by making innovation a norm.

Creating a culture of innovation in schools requires a paradigm shift as it challenges the status quo, allows for and nurtures unique ideas and talent and builds resilience in the face of challenges.

| ACTIONABLES | STEP-1<br>Where are we now as School? | STEP-2<br>What do we need to do in the coming year? | STEP-3<br>How will we achieve what we want to do?<br>Who is responsible | STEP-4<br>What is the timeline for implementation | STEP-5<br>What will the impact look like? |
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| **Actionable 1**:<br>**Creating a Culture of Innovation** | | | | | |
| • Build expertise, knowledge and necessary skills of teachers and students. | The school encourages creativity and new ideas with usage of technology-smart boards,video conferencing and other digital platforms in form of online activities with other BBPS units | Foster the ideas and promote a collaborative work more within the school and with other units for both students and teachers<br><br>Mapping of lessons with modules,student exchange programme, | By setting clear goals on how to achieve these milestones in students  Identify the skills and encourage<br><br>Collaborative  work and open communication with students<br><br>Exchange of ideas with other units through video conferencing or exchange programme | At Least one  video conferencing per quarter<br><br>Regular workshop on various topics by experts and interunit visits regularly | The impact will be seen in students as more confident and knowledgeable with 21$^{st}$ century skills |
| • Provide the freedom to explore and the time for ideas to incubate and develop. | Sufficient time given to be given to explore and introspect oneself | Give sufficient time to  focus and explore in diverse fields more on conceptual learning than | Hold  exhibitions,other activities  within and with other units in various subjects wherein ideas and thoughts can be | From the coming session | The students will be creative with innovative ideas.The student interest can be tapped and students' area of |

| | | assessments | explored | | knowledge can be recognized. |
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| • Allow flexibility and risk-taking, with no fear of judgment. | Flexibility with no fear of judgment is followed in the school | hands on learning,exponential learning should be encouraged | By motivating the students to identity their areas of strength and weakness | From the beginning of the session | more versatile and dynamic person |
| • Provide intellectual stimulation by bringing together groups of students and teachers<br>• of diverse interests, subject knowledge and skill sets to work together. | The school helps students and teachers to think critically and independently in all aspects | Provide more platforms and encourage students original thought,curiosity and lifetime learning | Through activities and attending various cultural events to express creativity, | Regular and continuous process | Help to build a positive relationship |
| • Promote a growth mindset where failure is seen as a stepping stone to success. | Already practicing it.Equal opportunities given to all students | Conduct workshops specifically focused on metacognitive strategies for teaching and learning. | self introspection by students can be made. class teachers department heads and subject heads | From the coming session | This will boost the confidence of the student |
| • Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning. | The school encourages and provides this platform to all the stakeholders | Involving the parents and taking their support and ideas | Through telephonic conversations or during PTMs | Regular and continuous process | This will help the students improvement in learning advanced and innovative practices and be beneficial for student achievement |

| Actionable 2 :<br>**Expand the perspectives of teachers to implement innovative pedagogies** | | | | | |
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| • Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies. | This is being practiced in the school.Various workshops and interunit meetings are conducted and sharing of ideas and strategies are implemented | Promote peer observation where teachers observe each other's classes and incorporate innovative methods<br><br>Encourage constructive feedback and discussions about observed teaching practices. | Subject wise teams can be created to plan and design the modules and share ideas on teaching a specific topics<br><br>Develop a sense of community through discussions and dialogue | Regularly | Confident and well updated teachers |
| • Develop professional learning communities for sharing ideas, best practices and innovation. | Through workshops and seminars | Activities that develop individual skills,inhouse observation,single session seminars . | By conducting periodic webinars,seminars,online courses mentoring | Continuous process | It will help in teacher development and the implementation of effective teaching practices |
| • Encourage and support teachers to try out new ideas. | The school is encouraging and supporting the teachers who want to implement new and novel methodology | Make the environment stress free for teachers. make a flexible seating arrangement food students<br>Rewards and recognitions to reachers | Regular feedbacks | From the beginning the session | Will help in the professional and mental growth of the teacher |
| • Encourage collaboration and set aside time for planning. | It is encouraged and practiced at the beginning o the session | Foster collaboration and encourage open communication and allow more robust decision making process | organizing regular meetings | Regularly | Will open up with new ideas and novel methods of teaching |

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| • Lead discussions on alternative practices and their relative merits. | Due to constrain of time limited discussions go on | Build a clear understanding of innovation amongst teachers and students. Improve the usage of ATL to enhance the culture of innovation | Promote a mindset change of teachers and students about what is innovation. Collect data about the areas of interest that students may want to explore in the ATL. | School Head Subject Teachers Student | Minimum two innovations based on scientific research and development in a ear |
| • Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences. | Time management,student discipline in the classroom sometimes make it difficult to try new strategies | Understand the mindset of students,self reflection,ask open ended questions | Involving students and guiding them to explore the various aspects | Regularly throughout the year | 90 percent of students will be able to articulate under the concept well and get motivated |
| • Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning. | All are practiced in the school.,some minor issues sometime arise | Defining the goals ,choosing the tools- like flipped learning which reverses the lecture method,blended learning,designing the content and delivering it | By proper planning of the curriculum at the beginning of the year introducing various technological platforms | From beginning of the next session | Majority of the students get motivated and will start exploring new horizons |
| **Actionable 3:** **Opportunities for student learning and innovation.** | | | | | |
| • Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries. | The school provides this platform to students | Redesign the timetable so that these targets are achieved | Introduce a dedicated time of 1 hour per month for students to identify and brainstorm | With immediate effect | Focus would shift from content based to competency based learning. |
| • Encourage inquiry-based learning by building critical thinking and problem-solving approach. | Guest Speakers and Alumni are invited for motivational talks related to joyful learning, managing stress. | We need to encourage staff and students to gather knowledge through experiential, innovative and collaborative methods | Class environment would be made conducive for peer teaching learning, More competency based questions | April 2024 | Focus would shift from content based to competency based learning. From rote learning to concept clearance |

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| | | would be introduced in the question papers. Guide the teachers for establishing Smart Goals. | | |

- Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.

- Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.

- Give voice to student ideas, encouraging them to take initiatives at school.

- Widen students' perspectives and horizons by inviting experts from different fields.

- Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.

- Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab , ATL labs and online/ digital platforms.

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| The school already focusses on these aspects and it is being followed | Make it less teacher centric and more oo student centric approach should be less dominating and positive explain the purpose of reverse learning | Practice these methods in the classroom teaching Plan the topics well in advance | throughout the year in the regular classes.The subject teacher and heads need to discuss through regular meetings | main goals are achieved in students and they become more confident |
| Opportunities are provide to students | Identifying and researching on the problem create and develop a prototype improve and redesign | By discussions and holding meeting with subject teachers and the stalk holders | Holding and discussing the issues every month | Students will be introduced to design thinking process |
| Follows and practice this in the school | Identify the students who are gifted and encourage them to take initiatives | Group meetings with the stalk holders ,active interaction with students | regular discussion and meetings,assign work to students and teachers | more abled and confident students |
| Being followed in the school through assigning projects,guest lectures | by proper planning and execution | By discussions and holding meeting with subject teachers and the stalk holders | Assigning tasks to student irrespective academic achievement | Confident with positive approach |
| Students are encourage to participate in courses of their interest | Various clubs to be introduced under guidance of teachers | grouping students according their interest and give them a platform to perform and showcase their strength in their fields | Regular discussions and meetings | Majority of the students get motivated and will start exploring new horizons |
| At present all skills and opportunities are provided to students like ATL labs,online platforms etc | A extension of these platforms to be continued in a more planned way To ensure that | Regularly conduct meetings with teachers, parents and community members to explore ways to | With immediate effect assigning a specific time and topics with regular meetings | will foster curiosity,creativity and imagination of young in young minds of students |

| | | innovations move beyond being spontaneous and sporadic.  Systematically planned  and executed with a clear goal | seek support for innovations towards enhancing student learning. | and discussions | |
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## Assessment

- Rubric for Innovations at School

## Advanced

- School culture supports innovation and risk taking.
- Teachers consistently use innovative teaching strategies that have strong impact on student learning outcomes as demonstrated by assessment records.
- New ideas are valued and students are challenged to connect their learning to real world.

## Proficient

- School culture supports innovation
- Teachers usually employ innovative teaching strategies that enhance student learning and effort is made to quantify learning.
- Students are given opportunity to explore real life problems by applying the skills learnt in the class.
- Initiative and creativity are encouraged.

## Partially Proficient

- School culture does support creativity.
- Teachers continue to use traditional methods of teaching although adaptation to technology is increasingly seen in a handful of teachers.
- Students sometimes try out new ideas but no school wide program to support innovation or creativity is there.

## Novice

- There is no awareness of creativity or innovative methods.
- Teachers rarely exhibit any out of box thinking nor show any inclination to expand their expertise.
- Students are not provided any opportunity to try different methods or modes of learning. Penetration of technology is also poor.

## DESCRIPTOR 3: LEADING THE TEACHING-LEARNING PROCESS

| ACTIONABLES | STEP-1 Where are we now as School? | STEP-2 What do we need to do in the coming year? | STEP-3 How will we achieve what we want to do? Who is responsible | STEP-4 What is the timeline for implementation | STEP-5 What will the impact look like? |
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| **Actionable 1: Developing a shared understanding of Teaching-Learning** | | | | | |
| ● Create a common understanding that the purpose of teaching learning is to make students future-ready. | School is already organizing skill development programs like gardening,financial literacy etc | In coming years focus will be on developing students ability to communicate, connect with students globally encourage them to be more creative, Learning new tools. | 1.We can help students know how to learn new tools instead of just teaching them the ones that are useful now. 2.Give students opportunities to be creative. 3.We can give students opportunities to become good communicators in many different types of communication. All teachers and parents are involved in this teaching and learning.parents | Skill development is a continuous process | Students will develop new 21st century skills,Financial skills |
| ● Dialogue with teachers to deconstruct theories of learning. | visits classrooms to work with teachers and students or attends academic team meetings | Continuous communication with teachers to understand and analyze the problem | All teachers are involved in the teaching learning process. | Continuous process | Success of teachers is a direct reflection of communication between teachers and all stakeholders. |

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| | to assist the development of effective teaching and learning strategies | areas.<br><br>Promote collaboration between teachers. | | | |
| • Encourage teachers to develop what good teaching and learning would look like in the classroom. | Has created an atmosphere of relaxed learning.<br>Encourages regular reflection. | Incorporate new technologies.<br>Reflect.<br><br>Understand learner behaviours. | Regular reflection on self<br><br>Try to incorporate best practices.<br><br>Teachers and their mentors | It is a continuous process. | Improved teaching and learning in classrooms. |
| • Co-construct mechanisms, with teachers, that would help evaluate classroom practices. | Encourages regular communication between staff. | Share teaching, planning and organizational tips with other teachers. | Identifying best practices of colleagues and incorporating them in teaching.<br>Teachers and their mentors. | It is a continuous process. | Co-construction among teachers assist them with growing in many areas, such as solving issues together, but it also teaches how to form relationships with other teachers. |
| • Create a conducive environment for learning. | Most teachers are creating a classroom environment which is stress free,open to feedback and encourages collaboration. | Adapting to ever changing mode of delivering teaching. Positive reinforcement Setting high academic expectations. Using current | Incorporate new technologies.<br><br>encourage collaboration<br><br>Reflect.<br><br>Understand learner | It is a continuous process. | helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of students. |

| | | curriculum and teaching methods. Giving students a voice. | behaviours. | | |
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| **Actionable 2:** <br> **Create a conducive environment for learning** | | | | | |
| ● Acknowledge teachers as the leaders of classroom instructional practice that guides student learning. | School leaders understand the role of teaching and learning and hence encourages all types of experiential learning . | | | | Teachers as leaders has direct impact on the learning environment,student behaviour, motivation and finally academic excellence. |
| ● Encourage teachers to plan lessons collaboratively. | Teachers collaborate together to plan lessons. <br><br> Subject teachers collaborate to work on Interdisciplinary projects. | collaboration in teaching different groups parallel but with different understanding level.The delivery of instruction depending on the group. | Different subject teachers can be assigned different groups depending on the students academic performances and modify their teaching,instruction/ delivery accordingly. | Can be started immediately | Provides fellow educators opportunities to meet, share insights, create cohesive plans, and work together effectively |
| ● Support teachers to undertake innovative and research based pedagogical practices to improve student learning. | School is supporting teachers on <br><br> Project based learning <br><br> Blended learning <br><br> Asking open ended questions <br><br> Culturally inclusive | More trainings and workshops on new methodology of teaching | Guiding and mentoring teachers on areas where improvement is expected. | Continuous process | As the educational landscape is changing ,it helps the teachers to stay up to date. <br><br> It also helps to create a more engaging learning environment. |

| | learning<br><br>flexible learning environment. | | | | |
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| • Encourage students to reflect on their learning, areas of strength and development. | Students are prompted to ask questions and seek reasons and evidence. | Providing a less structured environment to prompt students to explore topics of importance away from curriculum. | Providing explanation and guiding them during exploration. | It is a continuous process | It helps in creating a more confident student with a strong knowledge base. |

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| • Create a culture that helps students to learn with joy and not fear. | Lessons are more interactive.<br><br>Encourages psychological safety.<br><br>Establish routines. | In cooperation more games and activities.<br><br>More hands-on activity.<br><br>Less stressful environment. | Lessons to be planned by teachers to include more hands-on activities,gamification. | It is a continuous process | A student grasps more if he is learning in a stress free environment.He will be open to new ideas and will comprehend better |
| • Provide adequate resources for students to learn. | School is already using the best of resources available for the students<br><br>like sense boards,<br><br>online resources,<br><br>fully equipped labs,Activity rooms<br><br>materials for activity based learning | More books on skill(vocational) development in library | Equipping the library with more skill development ,DIY books | Within a year | Using multiple resources address different learning needs of students. |
| • Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills. | Teachers are providing students to develop a safe learning environment so as to encourage critical thinking and learning | Designing effective lesson plans<br><br>Keeping participation high<br><br>Equipping students with real life skills | Providing them training support. | Teachers development and training is a continuous process. | Facilitators focus on easing the learning process, arming students with strategies for cultivating ideas, fostering creativity, improving communication, and deepening |

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| ● Promote learning experiences outside the classroom through experiential learning. | Field excursion(Study tours) Case study(Projects) Group work(Projects) | Community Services | Involving in helpful activity<br><br>Volunteering for community services like Planting trees,Cleanliness drive Organizing events | Experiential learning. | Through these activities students are actively participating in the learning process |
| **Actionable 3:**<br>**Encourage teachers to become reflective practitioners** | | | | | |
| ● Guide teachers on how to achieve their SMART goals. | Specific Measurable Achievable Relevant Time-bound<br><br>A completely new concept which has not yet been inducted in school. | More training programs and seminars<br><br>continuous communication with teachers to effectively analyze the methods.<br><br>A committee to be set up with immediate effect. | A committee to be set up with immediate effect. | To begin with immediate effect | SMART goals are becoming an important part of professional development and performance review conversation. |
| ● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback. | Monthly class observations are taking place and regular feed backs are given to improve teaching methodology | Change the strategy for explanation and try a different one for better explanation | Create a shared vision for T&L<br><br>Encourage peer observations<br><br>Focus on specifics rather than | To begin with immediate effect | Classroom observations are important for professional learning experiences. Seeing what's happening in |

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| | | | generalisations | | the classroom makes self-reflection, coaching, mentoring and sharing practice more effective. |
| • Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible | Doing through discussions in the subject meetings and observation in the demo lessons | More regular meetings and discussions in a stipulated time<br><br>More opportunities to visit neighboring schools and study their effective practices | Allocate dedicated time for teachers to observe their colleagues<br><br>Recognition to teachers who actively involved in the study of effective instructional practices<br><br>Peer to Peer observation program along with feedback and reflection | To begin with immediate effect | The impact can be seen in teachers taking initiative to come up with innovative ideas to improve their instructional practices |
| • Demonstrate to teachers what outstanding practice looks like by co-teaching with them. | Yet to be implemented | Planning about which co teaching module to use. | Setting up committee to understand co teaching practices | To begin with immediate effect | Improved teacher-student attention<br>Shared instructor expertise and responsibility<br>Improved student achievement, in general |

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| • Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students. | Teachers interacting and collaborating with teachers of different schools regionally as well as nationally | To collaborate with different schools globally and plan exchange programs for teachers and students | setting up committee to understand co teaching practices | School to follow its own timeline | It gives the opportunity for teachers to immerse themselves in a new culture and gain a deeper understanding of different educational systems and teaching methods |

| **Actionable 4:**<br>**Build teacher competency in using data to improve Teaching Learning Process.** | | | | | |
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| ● Assist teachers in understanding the importance of student assessment for improving learning. | Continuous dialogue with teachers to emphasize the importance of assessment and how this helps in the learning process. | Classroom feedback<br><br>Qualitative and quantitative analysis of data. | Classroom feedback is a very important part of the teaching process. It can be used to help students understand their strengths and weaknesses, as well as provide them with information about how they are doing in class. Feedback also helps teachers identify areas where instruction needs improvement or revision | A continuous process | The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives |
| ● Focus on assessments for and as learning. | Students monitor and gather information about their own learning by making portfolios.<br><br>Analyze their assessments for learning | More emphasis on MCQ's after chapter ends.<br>Peer reviewing the exercises | Motivating them to keep making progress.<br><br>Gathering relevant information about them to support them in ways specific to the learner. | It is a continuous process. | As students revise their portfolios, incorporating feedback from teachers and peers, they hone not only critical thinking and analysis skills, but also communication skills |
| ● Handhold teachers to interpret, analyze and use student data effectively to design the next steps of learning and support for students. | Regular result analysis and question wise analysis helps the teachers and mentors | Emphasize on regular individual instructional support. | More frequent meetings of mentors and teachers. | It is a continuous process. | Helping teachers how to effectively use assessment data will impact student |

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| | to access the learning curve | Help teachers in developing daily instructional strategies. | | | learning in the best way possible. |
| ● Collaborate with teachers while interpreting the data on student assessment to design action research programmes. | Collaborating with other teachers to analyze the students assessment data to develop action research. | Analyzing data to improve pedagogy and practices. | Regular subject teachers and class teachers meetings to analyze and interpret data.<br>Using the latest ICT tools for analyzing the data. | It is a continuous process. | Collaborating with other teachers supports teaching.<br><br>Identifying the specific learning targets |

**Assessment of the Teaching Learning Process at school**

Checklist

- Expects high quality teaching and learning
- Creates a culture of joyful learning
- Encourages teachers to facilitate student learning and develop 21st century skills
- Ensures all learners engage in rigorous, relevant and student-centered learning experiences
- Becomes literate as a leader of digital learning environments
- Observes teaching practice and provides actionable feedback for professional learning
- Develops teachers' skill to interpret student performance data to improve student learning
- Ensures alignment of standards, curriculum, teaching, assessment and professional learning

## DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Shaping a school's culture is one of the most powerful methods available for a principal for impacting the teaching-learning process.

By school culture it is meant the subtle and implicit ways that cannot be built in isolation by one person but needs the collaborative support of all teachers, students and parent.

Trust building and reposing trust in others play a significant role in establishing the culture of the school. In this tutorial we will detail how a principal can enhance the learning culture of the school.

| ACTIONABLES | STEP-1 Where are we now as School? | STEP-2 What do we need to do in the coming year? | STEP-3 How will we achieve what we want to do? Who is responsible | STEP-4 What is the timeline for implementation | STEP-5 What will the impact look like? |
|---|---|---|---|---|---|
| **Actionable 1:** <br> **Creating the 'social glue' by building a culture of trust and self-improvement.** | | | | | |
| • Practice the habit of 'understand others and seeking to be understood by others'. | Benefit of personal, telephonic, written communication channels is made available to all stakeholders. <br><br> Formal and informal meetings/conversations of the Principal with teaching and non teaching staff. <br><br> Principal's formal and informal interaction with Parents and students <br><br> Teachers regularly interact with students' parents and support staff. | More formal and informal meetings with stakeholders to create an environment where everyone feels comfortable expressing their thoughts <br><br> Be transparent about the decision-making process. <br><br> The school administration and teachers can build positive relations with each other by getting to know them individually, their circumstances, aspirations,background etc | Principal's and staff's interaction with Parents during school competitions involving Parent and Child, Celebrations like sports day, annual days, dandiya, carnival , Solan trip/Nursery Orientation etc <br><br> Clearly communicate the reasons behind decisions and provide information on how choices were made. This transparency builds trust and understanding. | To be implemented on a regular basis, | The school's commitment to understanding others can contribute to a positive school climate. When people feel heard and understood, they are more likely to be engaged, motivated, and satisfied with their school experience |

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| ● Encourage positivity and empathy among stakeholders. | Stakeholders are encouraged to communicate with school administration or teaching staff in case of any difficulty beyond functioning time of school. There is a culture of appreciation throughout school among administration and teaching staff, even among students and support staff, support staff and teachers | Keep the doors of effective communication open, maintain an approachable image | Involving parents in student activities and collaborating with them | To be implemented on a regular basis, | Students, teachers, parents, and staff feel valued, creating a conducive atmosphere for learning and personal development. |
| ● Create opportunities for staff and students' wellbeing. | Staff picnic, games for staff during special days Marathi Diwas, maharashtra day, constitution day, distribution of workload evenly etc is practiced<br><br>Workshops and activities by School counselor for students on mental health, adolescence | By arranging more Programs and workshop for students and for teachers in the coming year | Team Building programs, , empowering workshops, time management workshops and workshops for students on time management, managing exam preparation, friendships, anti bullying etc should be arranged. The School administration is responsible for implementing it. | To be implemented from the following academic session | Staff and students will feel cared for and will be driven to give their best always |

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| • Celebrate success stories with the larger school community. | School website, youtube channel and whatsapp messages through Official Class groups are used for the purpose | School can have a presence in other social media handles such as facebook and instagram for connecting with the larger school community | A Digital newsletter, Podcasts by student council or teachers can be circulated and uploaded in school website<br><br>A dedicated techno savvy team along with the support of mass media and the computer department may be formed. | Bi weekly/Monthly/ or Quarterly basis depending upon the happening of events | School will be able to widen its reach to the larger school community |
| • Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities. | School leaderships interaction with students, same echoed by teachers,school counselor, special educator, attitude of support staff help students feel psychologically safe | continue the existing practices and make them better | School leadership and teachers continued supportive and encouraging roles, positive discipline will help sustain a psychologically safe environment. | Regular Practice | This promotes a growth mindset. This will help nurture resilience, creativity, and a positive attitude toward challenges in students and teachers |
| • Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students. | Regular Staff meetings, and interaction with students, feedback during PTM are all heard to and addressed | continue the existing practices and make them better | by continuing with School leadership's approachable and encouraging nature | Regular Practice | Will sustain the sense of belonging and forge relationship with the school |
| • Be a role model for teachers and students and demonstrate that a principal is a life- long learner. | The Principal leads by example | Maintain the same by being open to constructive criticism and feedback | By continuing to model positive behavior and empathy. Demonstrate understanding, | Always | This would inspire a culture of continuous growth. Teachers and |

| | | kindness, and respect in interactions with all stakeholders | | students are likely to embrace a similar concept wherein everyone is motivated to learn, adapt to new information, and pursue ongoing personal and professional development. |
|---|---|---|---|---|---|
| **Actionable 2:** <br> **Developing policies and systems that support a culture of learning by including all stakeholders.** | **Where are we now as School?** | **What do we need to do in the coming year?** | **How will we achieve what we want to do? Who is responsible** | **What is the timeline for implementation** | **What will the impact look like?** |
| • Establish an open-door policy and transparent communication amongst stakeholders. | Benefit of personal, telephonic, written communication channels is made available to all stakeholders, | maintain the measures taken and encourage open communication during PTA,PTM etc | This will be achieved through such policies of school The School administration shall have to maintain the policy and style of working | Needs to be implemented all through | This will be conducive in creating and maintaining a relationship of trust and understanding with all stakeholders. |
| • Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc. | POCSO grievance redressal boxes, feedback boxes, are installed in strategic locations in school <br><br> cctv cameras are installed for surveillance <br><br> cyber security | maintain the measures taken and be adept at latest policies in this regard | The School shall encourage feedback from Parents, students on previous activities. <br><br> Identify subject experts from among Parents or otherwise to add such new policies or updation on existing ones | Needs to be implemented and managed all through | The students will always feel protected, safe and secure in school premises |

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| | workshops and awareness is given to students<br><br>Age appropriate movies are shown to students related to behavior management, child protection etc<br><br>special educators and school counselors guidance is made available full time | | | | |
| • Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders. | POCSO grievance redressal boxes, feedback boxes, cctv cameras installed, cyber security workshops and awareness is given to students<br><br>Age appropriate movies are shown to students that motivate in behavior management,<br><br>special educators and school counselors guidance is made available full time | continue to create awareness among stakeholders regarding the mechanisms and procedures that have been established | Through proper planning and formulation mechanisms and procedures can be implemented and sustained. The School leadership is responsible, under the guidance of SMC | On regular basis | Establishment of proper mechanism and procedures will ensure that policies formulated are effectively implemented |

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| • Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments. | As a school we have a well planned academic calendar,school timetable for classes, a well planned delegation of non instructional activities that is circulated to teachers in advance, so that workload is distributed evenly | Continue with advance planning of fixed school events and activities so that impromptu events can be planned in a short notice without much disruptions to classroom teaching time. | By continuing to have a class timetable with correct load distribution, judicially choosing any out of school assignments for teachers which are informed to school at a very short notice | Regular Practice | Teachers will be able to implement the lesson plans as per plan and schedule, rush to complete the portion at the cost of effective teaching can be avoided which ultimately will benefit students |
| • Hold students, teachers and para teachers accountable by being transparent. | Through display of Class tenth and twelfth board results in school website, through formal staff meeting interactions | continue practices that ask for accountability | School leadership can continue the practice by reinstating expectations and through open declaration of outcomes during formal interactions with students, teachers and para teachers | Regularly | Will help to keep students, teachers and para teachers competent and focussed |
| • Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any. | Done regularly through PTA meetings, PTMs etc | Continue and make practices better | By organizing student and teacher presentations, planned activities and talks. School leadership is responsible | Monthly, Quarterly | Will make stakeholders a part of the progress of the school, include Parents in problem solving role and help reinforce the vision of the school |
| • Ensure decisions are backed by research and are data -driven | Regular submission of marklists and all type of records related to students by teachers to school leadership, analysis is supported by technical assistance | Innovate for different modes of creating data for better assessment | School leadership can achieve this by continuing to maintain , manage, and innovate with the systems in place. | Regularly | Research and data driven decisions are scientific and progressive in nature |

| | of portals like my class board etc | | | | |
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| **Actionable 3:** <br> Keeping students at the heart of the learning culture. | **Where are we now as School?** | **What do we need to do in the coming year?** | **How will we achieve what we want to do? Who is responsible** | **What is the timeline for implementati on** | **What will the impact look like?** |
| ● Set high expectations for students and communicate these effectively. | The School's vision of striving for better and better, providing solutions and not excuses, not resting on one's laurel and continuously working for excellence is regularly ingrained in children during morning assembly interactions, classroom interactions by School leadership and teachers. The work of the school acts as a role model for the students. | continue and make the practices better regular communication with students | Teachers continuous motivation in classrooms, School leadership's interaction with students | On a regular basis | This will motivate students to strive for achieving their full potential and develop a positive and ambitious learning culture. |
| ● Provide challenging opportunities for students to learn experientially, innovatively and collaboratively. | Art integrated and interdisciplinary Holiday Homeworks, Ek Bharat Shreshtha Bharat Programme Projects are inculcated in annual school curriculum | ensure that experiential learning becomes a part of classroom teaching for all subjects and in all learning stages. | School leadership and teachers should integrate and monitor the inclusion of experiential learning, collaborative pedagogy in quarterly lesson plans, interdisciplinary projects etc | Regularly | Students exposed to such experiences are more likely to develop a passion for learning, adaptability, and effective teamwork, preparing them for success in diverse |

| | | | | | academic and real-world situations. |
|---|---|---|---|---|---|
| • Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles | School promotes goal-setting and self-assessment, incorporates varied teaching methods to accommodate different learning styles, and through teachers and para teachers fosters a supportive environment that values individualized learning journeys. | continue and make the practices better | Continue the process of educating parents through PTM, Parenting workshops that students should be left to set their own realistic and achievable goals. Teachers, Parents and School leadership is responsible | Regularly | This can lead to increased motivation, personalized learning experiences, and a greater sense of ownership over their educational journey |
| • Encourage students to use assessment as feedback and as an opportunity to learn. | Class teachers, subject teachers, special educators, school counselor's regular interaction and mentorship | continue the same practices making them better | The school can shift the focus from grades to the learning process, emphasizing that assessments are checkpoints for understanding, not just measures of performance. | Regularly | This will help create a student force who will be lifelong learners and would value their own research to the path of discovering knowledge |
| • Develop students' ability to reflect on their strengths and areas of development across subjects. | Class teachers, subject teachers, special educators, school counselor's regular interaction | continuing and making practices better | By encouraging activities having peer collaboration and feedback sessions, exposing senior | Regularly | This will cultivate self-awareness, encourage goal-oriented thinking, and help build a |

| | and mentorship | | children to guided online platforms through school counselor which help in assessing their strengths and areas of development | | growth mindset for continuous improvement in academic and personal development. |
|---|---|---|---|---|---|
| ● Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences. | As an overall learning experience of students in school- School assemblies,Teacher interactions with students, Incorporation of a gender neutral uniform , life skills are notified in attendance registers | Girls and Boys need not be always encouraged to walk in separate lines , or be seated separately in auditorium while attending competitions or activities | Regular talks about values, gender sensitivity, life skills by class teachers during zero period, subject teachers during classes through value added lesson plans, school leadership during assemblies and other events. | It has to be a regular practice | This inculcates character development, social awareness, and practical abilities in students for a successful and meaningful life. |
| ● Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum. | art appreciation and physical education are ingrained in the school curriculum | pre-vocational and vocational skills are presently available in the music and dance learning curriculum of school | Inclusion of more diverse vocational subjects need to be planned and infrastructure needs to be developed suitably. SMC and School leadership is responsible. | Once SMC and school takes a decision to include specific vocations in the school curriculum | It will prepare students for diverse career paths, encourage creativity, cultivate a deeper understanding and appreciation of the arts, and promote holistic physical development. |
| **Actionable 4:** <br> **Encouraging teachers to deepen learning.** | **Where are we now as School?** | **What do we need to do in the coming year?** | **How will we achieve what we want to do? Who is responsible** | **What is the timeline for implementation** | **What will the impact look like?** |

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| • Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning. | Monthly class observations are taking place and regular feed backs are given to improve and reflect upon teaching methodology | Equip teachers to adapt to teaching strategies that benefit the diverse needs of their students. They can identify what works well and make adjustments based on student responses, leading to more effective instruction | Provide training sessions and workshops on new teaching methods, reflective practices, and metacognitive strategies. The School administration is responsible. | It's a continuous process | Teachers who embrace new ideas and reflective practices often create a positive and inclusive classroom culture. This environment cultivates collaboration, communication, and a sense of community among students, which can enhance the overall learning experience. |
| • Support and build a climate for adopting innovative instructional strategies for effective learning. | Teachers have underwent inhouse professional development training, workshops and,training sessions from CBSE,COEs have helped in creating awareness about innovative instructional strategies | Provide training sessions and workshops on new teaching methods, reflective practices, and metacognitive strategies.\n\nOffer ongoing support and resources for teachers to enhance their skills. | Comprehensive professional development programs should include workshops, training sessions, and collaborative learning opportunities that empower teachers to explore and embrace new teaching methods, technologies, and pedagogical approaches. | Inhouse professional development programmes at the end of every academic session. | Effective learning outcomes are likely to improve as students benefit from engaging, dynamic, and tailored approaches that cater to diverse learning styles and needs. |
| • Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates. | Regular Subject Meetings on Working saturdays help in the sharing of best practices | Organize seminars or workshops by in house teachers for sharing best practices and innovations not limiting to subject | The School leadership can initiate a plan where teachers (groupwise or housewise teachers) | Next academic session | This can foster a culture of healthy and constructive academic debates, promoting continuous |

| | | meetings | conduct seminars for the sharing of best practices and innovations. | | improvement and innovation among teachers. |
|---|---|---|---|---|---|
| • Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students. | ICT and online learning platforms, flipped learning, blended learning are integrated with the lesson plan and learning outcomes | Continue to make ICT a part of classroom teaching and take the support of blended and flipped learning through means of new infrastructure.<br><br>Discard redundant and slow infrastructure installed in classrooms<br><br>Expand senses board infrastructure in a phased out manner to gradually upgrade all classrooms | Expand and upgrade infrastructure to accommodate a robust system that supports the use of ICT in classrooms<br><br>Give professional training to teachers to inculcate AR and VR in classroom teaching. Technical and Financial support and planning needed for implementation<br><br>School management and leadership is responsible | Next academic session | It can significantly enrich the learning experience of students by providing interactive, personalized, and technologically-enhanced educational opportunities. |
| • Guide teachers to utilize data for effective planning and execution of instructional plans. | Comparison of performance in multiple assessments,Question Wise analysis of answer sheets are taken a s a guideline for remedial as well as improvement of instructional plan | Continue with such proactive measures along with regular monitoring and guidance | Regular monitoring and assessment of students' pen and paper performance,classroom responses,regular assignment given by teachers which encourages self study. | On a regular basis | Teachers will be able to understand the impact of their classroom teaching and will pave the way for reflection and betterment of adopted pedagogies |

| Actionable 5:<br>Parents as active partners in the educational journey of their child. | Where are we now as School? | What do we need to do in the coming year? | How will we achieve what we want to do?<br>Who is responsible | What is the timeline for implementation | What will the impact look like? |
|---|---|---|---|---|---|
| ● Design innovative ways to engage parents in their child's learning journey. | Holiday Homework topics , Projects involving participation of parents,inviting parents in school for celebrating birthdays of their ward in PP classes | More diverse activities or competitions like storytelling in classroom , role play etc can be planned | Through planning activities for students and an impressive yearly planner, effective and open communication, parents collaboration and cooperation can be achieved .School administration and staff is responsible | Regularly | It will help the child , foster bonding between the trio child-parent-school |
| ● Engage parents to collaborate and participate in various school activities. | Parents are involved in Sports Day, Parent singing,dance competitions , competitions during school Carnival such as cooking without fire . Parents are invited as Judges for Competitions | More diverse activities or competitions like story telling by parents , role play by parents etc can be planned | Through planning activities for students and an impressive yearly planner, effective and open communication, parents collaboration and cooperation can be achieved . | As and when as per school planner | Cultivate a positive impact within the larger school community, increase popularity of the school in the neighborhood. Parents will understand the hard work that goes in the smooth running of the school |
| ● Hold workshops and seminars on parenting and other relevant topics. | Orientation for Parents related to transition from PP to primary section, primary section to middle school is arranged to manage schooling challenges faced by them | Organize workshops on challenging topics that benefit parents such as positive parenting, adolescence, onset of menstruation cycle in girls etc | Organizing workshops, Seminars, hands on sessions with Parents and intimating them in advance | Quarterly | It will help the child , foster bonding between the trio child-parent-school |

| | | | | | |
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| • Invite parents to address students on their chosen careers or areas of expertise . | Parents area of interest and expertise is sought after and mentioned in the very first PTM | Compile this data for quick retrievability and planning workshops by Parents | \Principal can conduct meetings with staff with this topic as an agenda at the beginning or end of a particular session. Class Teacher's feedback about expert Parents of the class will help in planning | Beginning of academic session April-July | It will help students of the school, invoke a sense of pride and belonging in Parent groups |
| • Create Parent Groups that work with the school principal on improving and strengthening school systems. | We have a proactive and supportive PTA | Create subgroups with help of PTA | Principal can work with the PTA to create sub groups for improving and strengthening school systems | During special celebration days of the school, in help during dispersal on a regular | This will foster a sense of belonging for the school in the minds of Parents, promote transparent communication, help parents acknowledge and appreciate the day to day activities of the school and school heads and teachers |

**Assessment of the learning culture at school**

Rubrics

- Teachers have high expectations of students.
- Students and teachers believe that they learn and work in safe environment where they are supported and respected.
- Students are given opportunities to self-learn.
- It is okay to make mistakes in the learning journey.
- Students are challenged with tasks that develop 21st century skills

## DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

The culture and practices of the school are reflected in the Psycho-social environment of the school and in turn affect the acceptance and inclusion of a wide range of learners. It affects the way teachers treat students, their behaviour and expectations of student learning, their concept of 'success' and 'failure' and their instructional practices.

The students also relate to their peers, engage in the learning process, develop a self-concept and acquire a world view based on these practices.

Thus, the values and beliefs embedded in the school philosophy, its vision and practices directly or indirectly impact the culture of the school.

| ACTIONABLES | STEP-1 | STEP-2 | STEP-3 | STEP-4 | STEP-5 |
|---|---|---|---|---|---|
| | Where are we now as School? | What do we need to do in the coming year? | How will we achieve what we want to do? Who is responsible | What is the timeline for implementation | What will the impact look like? |
| **Actionable 1:** <br> **Creating an environment of acceptance** | | | | | |
| ● Establish shared beliefs of respect and care. | Teachers share .discuss and engage in activities that foster respect and care | Kindness and Consideration of Others,Self-Control and Patience - topics can be taken up in class discussions and activities | Activities like  role plays ,drama,discussion etc. | A continuous process | A more empathetic class |
| ● Celebrate differences as natural human diversity and treat them as an opportunity to learn. | School celebrates the diversity by being part of festivities and activities like Khan paan  to learn about the diversity of cultures | Teaching children about role models with different backgrounds and experiences can help them feel represented while exposing them to different kinds of iconic people. | Inviting resource persons from diverse fields  ,using videos as prompts for discussion. | A continuous process | Children will be aware of the differences and it that it is ok to be different |
| ● Promote social interactions among students and with teachers. | Classroom jobs,group projects and club activities,dandiya night,carnival,teachers day celebration ,picnics etc | Have more Collaborative activities in the class | Group Projects ,discussions in class with inputs by the teacher | A continuous process | Develop their interpersonal skills.Gain self-confidence.Have a positive attitude towards school. |

| | | | | | |
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| • Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community. | Awareness | Utilizing data from learning outcomes of each child to build a student profile. It can support the learning needs of the students to make learning personalized within the classroom. | Teachers regularly review the learning outcomes, instruction to support curricular goals of students. | A continuous process | Better integration of students |
| • Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners. | Interactive sessions done for staff and ,students Small group sessions for parents | All teachers to be trained in inclusive practices | Interactive sessions | Quaterly | All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning |
| **Actionable 2:**<br>**Formulating inclusive policies and structures** | **Where are we now as School?** | **What do we need to do in the coming year?** | **How will we achieve what we want to do? Who is responsible** | **What is the timeline for implementation** | **What will the impact look like?** |
| • Build knowledge and skills to teach a diverse group of learners through continuous professional development. | Sessions for teachers to upgrade their knowledge about the diverse needs of the learners done either inhouse or by a resource person . | Have sessions on specific needs of CWSN | Teachers to make a group presentation using resources in school.focusing on the special educational needs of each category of students and teaching strategies to be adopted to accommodate them | Quarterly | No Child would be left behind as per NEP 2020. |
| • Optimum utilization of material and human resources. | Use ICT digital resources and | .Teachers keep updating knowledge using | | A continuous process | Use of latest technology |

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| | assistive technology to provide experiences to children | DIKSHA, NISHTHA app. | | | |
| • Enhance engagement and value the achievement of all learners. | Teachers form groups for projects keeping in mind diverse learners so that they learn to cooperate and seek help to achieve high standards | Self appraisal to be done by students | Use performance assessments to ensure mastery and understanding. . | A continuous process | Climate of mutual trust and high and clear expectations for quality work |
| • Emphasize group processes and a problem-solving approach. | Group projects | Make students aware of the process so that it will be synthesized better | Have a session before they are given the assignment | A continuous process | A skill to have a defined strategy for a teamwork approach to generating creative and workable resolutions. |
| • Practice distributed leadership that seeks to empower and inspire participatory decision-making. | School follows democratic, collaborative, and shared leadership model | engage more teachers in decision making process | By Combined expertise and joint interaction of school leaders and professional colleagues. T | A continuous process | Have a collectively managed organization where we create, share, and apply knowledge similarly. |
| **Actionable 3:** **Adopting Inclusive teaching practices** | | | | | |
| • Provide teachers opportunity to work in teams, share ideas and reflect on best practices. Evolve shared expectations for teachers to work together to improve learning outcomes of students. | Subject group discussions held every month | Improve teachers knowledge and skills in supporting students with special needs in the teaching learning process. | Workshops and sessions group projects for teachers | A continuous process | School environment will be conducive |

| | Where are we now as School? | What do we need to do in the coming year? | How will we achieve what we want to do? Who is responsible | What is the timeline for implementation | What will the impact look like? |
|---|---|---|---|---|---|
| ● Promote improvisation, risk taking to evolve innovative strategies. | Varieties of creative genres, including storytelling, pantomime, music ,poetry and comedy used during teaching sessions | Have sessions on how to capture attention and retain it for the better part of the lesson. Dramatics etc | By making classroom teaching is resourceful and creative | Creating an environment encouraging self-learning, self-organization, and self-Instructional media ensures that. | The learners see, hear, feel, recognise and appreciate as they learn, utilizing the five senses modalities at the same time |
| ● Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum. | All students have full access to everything in the classroom, regardless of their needs and abilities. Student's supported self-directed learning and monitored progress. | A teacher can modify content and processes to address the needs of each student. | Based on each student's individual levels of readiness, interest, and learning profiles | A continuous process | A Happy classroom and improved outcomes for all learners |
| ● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement. | Follow ups, assessment done and remediation carried on | Special policies needs to be designed for slow learners | Discussions | Annually | Specialized services and supports to master content being taught. |
| **Actionable 4**<br>**Supporting student learning** | **Where are we now as School?** | **What do we need to do in the coming year?** | **How will we achieve what we want to do? Who is responsible** | **What is the timeline for implementation** | **What will the impact look like?** |
| ● Encourage buddy support or peer learning and child-to-child co-operation. | Students are encouraged to work together in pairs or small groups | Careful planning, training, and ongoing support from teachers | Individualized support | A continuous process | Building a sense of community between students |
| ● Encourage flexible grouping of students during learning. | Support and guidance provided to students as they work on new | Grouping can be done on interest ,mixed ability , ability. | Project-based learning , having students work in groups on a | A continuous process | Increased Student Engagement and Improved |

| | concepts or skills. | | longer-term project that requires them to apply their learning in a real-world context.. | | Social-Emotional Outcomes |
|---|---|---|---|---|---|
| • Identify gaps, plan for early intervention and individualized learning | Identification ,assessment and intervention carried on for children who need support | Special policies needs to be designed for slow learners | Stakeholders will engage in discussion and planning | Semiannual | Will boost their confidence and make them active learners. |
| • Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. | Actively done in the classrooms | Continue and upgrade | Training and sessions on new Developmentally appropriate programs | A continuous process | improved communication and collaboration between teachers and students. |
| • Use positive behaviour and support strategies to address behaviour issues. | Teachers use positive reinforcement strategies in classroom | Maintain a class chart of positive behavior displayed by students | Class decides the rules and positive behavior is rewarded by recognition | A continuous process | Will boost their confidence and make them active learners. |

**Self -Assessment Rubric for Inclusive Culture in a School**

Level 3 Fully Implemented

- The school environment is accepting of student diversity and school policies reflect commitment to inclusion values.
- All teachers get ample opportunities to upgrade their skills and are responsive to needs of learners.
- Teachers review student performance data at regular intervals and modify classroom instruction and assessment to support students' academic and behaviour progres
- Learning material is accessible to students in multiple modes and formats. Decisions are collaborative and based on reliable and valid

data. Level 2 Partially Implemented

- The school environment is accepting of student diversity and school policies reflect commitment to inclusion values.
- Most of the teachers get opportunities to upgrade their skills and are responsive to the needs of learners.
- There is limited engagement of teachers to review student performance, modify classroom instruction and assessment to support academic and behaviour progress of students.
- An adequate variety of learning material is available to students. Decisions are collaborative and based on

data. Level 1 Planning Stage

- The school environment is accepting of student diversity but school policies do not reflect commitment to inclusion values.
- Very few teachers are aware about the concept of inclusion.
- There is limited engagement of teachers to enhance student performance.
- Many teachers are unable to modify classroom instruction or assessment to support academic and behavior progress of students.
- Decisions are rarely based on student data.

**3.9     Monitoring Schedule of Annual Pedagogical Plan**

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

| Classes →<br><br>Date/Month ↓ | Classes Visited | Findings/Feedback | Areas of Improvement | Plan of Action/ Recommendations |
|---|---|---|---|---|
| June | 1 | Liveliness was there in the class. It was English class. Due emphasis was led on pronunciation of words | Students response was also to be ensured | A lot many questions has to be shared in the lesson plan |
| August | 5 | Effective teaching on Fraction | More emphasis to be given with real life examples | Mention real life life topics in the lesson plan |
| August | 7 | Role Play activity of Magic with science | | |
| September | 9 | Concept of Photosynthesis was explained | Use of smartboard could be useful | |

# SECTION – IV


## ASSESSMENT, INSIGHTS AND WAY FORWARD

**4.1** **Rating scale for assessing the current status of practicing pedagogical leadership for leading learning**
(exercise to be carried out at the end of the academic year for which the pedagogical plan has been submitted)

Use the following rating scale to measure the current practice of the school:
1   Never practiced
2   Almost never practiced
3   Occasionally / sometimes practiced
4   Frequently practiced
5   Practice is fully embedded

**DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT**

| Actionable 1:<br>Ascertain the needs for professional development through collaborative practises. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| SUB POINTS<br>● Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. co-create rubrics, checklists, rating scales with faculty). | | | | ✔ | |
| ● Use these co-constructed mechanisms on a regular basis. | | | | ✔ | |
| ● Engage in a dialogue with individual teachers to identify individual needs and the way forward. | | | | | ✔ |
| ● Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs. | | | | | ✔ |
| ● Establish SMART targets for teachers. | | | | ✔ | |
| Actionable 2:<br>Creating opportunities for continuous and comprehensive professional learning. | | | | | |
| ● Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible. | | | | | ✔ |
| ● Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs. | | | | | ✔ |
| ● Encourage teachers to enroll for online professional courses for advanced learning. | | | | | ✔ |
| ● Hold teacher seminars where best practices are shared across grade levels and subjects. | | | | ✔ | |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse. | | | | | ✔ |
| ● Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric. | | | | ✔ | |

| **Actionable 3:** **Promoting reflective thinking and meta cognitive thinking practices amongst the teachers** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Develop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy. | | | | | ✔ |
| ● Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice. | | | | ✔ | |
| ● Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom. | | | | ✔ | |
| ● Challenge teachers to continually examine the extent to which their practices support student learning. | | | | ✔ | |

| **Actionable 4:** **Empowering teachers to become agents of change** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Teachers could carry out action research | | | ✔ | | |
| ● Believe in teachers' ability to seek and provide solutions. | | | | | ✔ |
| ● Practice distributed leadership to improve overall school systems, processes and environment. | | | | | ✔ |
| ● Create a collaborative culture in the school for teachers to work together. | | | | | ✔ |
| ● Encourage teachers to identify areas of the school where change could be brought through Action Research. | | | | | ✔ |
| ● Develop teachers' capacity to undertake Action Research. | | | ✔ | | |
| ● Assessment of the Professional Development Programme at school | | | | ✔ | |

**DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS**

| **Actionable 1:** **Creating a Culture of Innovation** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Build expertise, knowledge and necessary skills of teachers and students. | | | | | ✔ |
| ● Provide the freedom to explore and the time for ideas to incubate and develop. | | | | | ✔ |
| ● Allow flexibility and risk-taking, with no fear of judgement. | | | | ✔ | |
| ● Provide intellectual stimulation by bringing together groups of students and teachers | | | | ✔ | |
| ● of diverse interests, subject knowledge and skill sets to work together. | | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| • Promote a growth mindset where failure is seen as a stepping stone to success. | | | | | ✔ |
| • Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning. | | | | ✔ | |
| **Actionable 2 :** **Expand the perspectives of teachers to implement innovative pedagogies** | | | | | |
| • Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies. | | | | | ✔ |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| • Develop professional learning communities for sharing ideas, best practices and innovation. | | | | | ✔ |
| • Encourage and support teachers to try out new ideas. | | | | | ✔ |
| • Encourage collaboration and set aside time for planning. | | | | | ✔ |
| • Lead discussions on alternative practices and their relative merits. | | | | ✔ | |
| • Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences. | | | | ✔ | |
| • Explore technology platforms, tools, gamifications, and applications for enhancing instructional practices such as blended and flipped learning. | | | | | ✔ |
| **Actionable 3:** **Opportunities for student learning and innovation.** | | | | | |
| • Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries. | | | | ✔ | |
| • Encourage inquiry-based learning by building critical thinking and problem-solving approach. | | | | | ✔ |
| • Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations. | | | | | ✔ |
| • Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions. | | | | | ✔ |
| • Give voice to student ideas, encouraging them to take initiatives at school. | | | | | ✔ |
| • Widen students' perspectives and horizons by inviting experts from different fields. | | | | ✔ | |
| • Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists. | | | | | ✔ |
| • Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab , ATL labs and online/ digital platforms. | | | | ✔ | |

**DESCRIPTOR 3: LEADING THE TEACHING-LEARNING PROCESS**

| Actionable 1: Developing a shared understanding of Teaching-Learning | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| • Create a common understanding that the purpose of teaching learning is to make students future-ready. | | | | ✔ | |
| • Dialogue with teachers to deconstruct theories of learning. | | | | ✔ | |

| | C1 | C2 | C3 | C4 | C5 |
|---|---|---|---|---|---|
| ● Encourage teachers to develop what good teaching and learning would look like in the classroom. | | | | | ✔ |
| ● Co-construct mechanisms, with teachers, that would help evaluate classroom practices. | | | | | ✔ |
| ● Create a conducive environment for learning. | | | | | ✔ |
| **Actionable 2:** <br> **Create a conducive environment for learning** | | | | | |
| ● Acknowledge teachers as the leaders of classroom instructional practice that guides student learning. | | | | | ✔ |
| ● Encourage teachers to plan lessons collaboratively. | | | | | ✔ |
| ● Support teachers to undertake innovative and research based pedagogical practices | | | | | ✔ |
| ● to improve student learning. | | | | | |
| ● Encourage students to reflect on their learning, areas of strength and development. | | | | ✔ | |
| ● Create a culture that helps students to learn with joy and not fear. | | | | | ✔ |
| ● Provide adequate resources for students to learn. | | | | | ✔ |
| ● Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills. | | | | | ✔ |
| ● Promote learning experiences outside the classroom through experiential learning. | | | | ✔ | |
| **Actionable 3:** <br> **Encourage teachers to become reflective practitioners** | | | | | |
| ● Guide teachers on how to achieve their SMART goals. | | | | | ✔ |
| ● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback. | | | | | ✔ |
| ● Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible | | | | ✔ | |
| ● Demonstrate to teachers what outstanding practice looks like by co-teaching with them. | | | | ✔ | |
| ● Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students. | | | ✔ | | |
| **Actionable 4:** <br> **Build teacher competency in using data to improve Teaching Learning Process.** | | | | | |
| ● Assist teachers in understanding the importance of student assessment for improving learning. | | | | | ✔ |
| ● Focus on assessments for and as learning. | | | | | ✔ |
| ● Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students. | | | | | ✔ |
| ● Collaborate with teachers while interpreting the data on student assessment to design action research programmes. | | | | | ✔ |

## DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

| Actionable 1:<br>Creating the 'social glue' by building a culture of trust and self-improvement. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Practice the habit of 'understand others and seeking to be understood by others'. | | | | | ✔ |
| ● Encourage positivity and empathy among stakeholders. | | | | | ✔ |
| ● Create opportunities for staff and students' wellbeing. | | | | ✔ | |
| ● Celebrate success stories with the larger school community. | | | | ✔ | |
| ● Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities. | | | | | ✔ |
| ● Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students. | | | | | ✔ |
| ● Be a role model for teachers and students and demonstrate that a principal is a life- long learner. | | | | | ✔ |

| Actionable 2:<br>Developing policies and systems that support a culture of learning by including all stakeholders. | | | | | |
|---|---|---|---|---|---|
| ● Establish an open-door policy and transparent communication amongst stakeholders. | | | | | ✔ |
| ● Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc. | | | | | ✔ |
| ● Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders. | | | | | ✔ |
| ● Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments. | | | | | ✔ |
| ● Hold students, teachers and para teachers accountable by being transparent. | | | | | ✔ |
| ● Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any. | | | | | ✔ |
| ● Ensure decisions are backed by research and are data driven. | | | | | ✔ |

| Actionable 3:<br>Keeping students at the heart of the learning culture. | | | | | |
|---|---|---|---|---|---|
| ● Set high expectations for students and communicate these effectively. | | | | | ✔ |
| ● Provide challenging opportunities for students to learn experientially, innovatively and collaboratively. | | | | | ✔ |
| ● Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles. | | | | | ✔ |
| ● Encourage students to use assessment as feedback and as an opportunity to learn. | | | | | ✔ |
| ● Develop students' ability to reflect on their strengths and areas of development across subjects. | | | | | ✔ |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ● Inculcate values, gender sensitivity and life skills by embedding these within the | | | | | ✔ |
| ● learning experiences. | | | | | |
| ● Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum. | | | | ✔ | |
| **Actionable 4:** <br> **Encouraging teachers to deepen learning.** | | | | | |
| ● Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning. | | | | | ✔ |
| ● Support and build a climate for adopting innovative instructional strategies for effective learning. | | | | | ✔ |
| ● Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates. | | | | ✔ | |
| ● Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students. | | | | ✔ | |
| ● Guide teachers to utilize data for effective planning and execution of instructional plans. | | | | | ✔ |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Actionable 5:** <br> **Parents as active partners in the educational journey of their child.** | | | | | |
| ● Design innovative ways to engage parents in their child's learning journey. | | | | ✔ | |
| ● Engage parents to collaborate and participate in various school activities. | | | | | ✔ |
| ● Hold workshops and seminars on parenting and other relevant topics. | | | | ✔ | |
| ● Invite parents to address students on their chosen careers or areas of expertise. | | | | | ✔ |
| ● Create Parent Groups that work with the school principal on improving and strengthening school systems. | | | | ✔ | |

**DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Actionable 1:** <br> **Creating an environment of acceptance** | | | | | |
| ● Establish shared beliefs of respect and care. | | | | | ✔ |
| ● Celebrate differences as natural human diversity and treat them as an opportunity to learn. | | | | | ✔ |
| ● Promote social interactions among students and with teachers. | | | | | ✔ |
| ● Scrutinize existing barriers to inclusion and elicit ways of overcoming them by | | | | ✔ | |
| ● involving students, teachers, parents and the community. | | | | | |
| ● Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners. | | | | ✔ | |
| **Actionable 2:** <br> **Formulating inclusive policies and structures** | | | | | |

| Description | | | | | |
|---|---|---|---|---|---|
| ● Build knowledge and skills to teach a diverse group of learners through continuous professional development. | | | | ✔ | |
| ● Optimum utilization of material and human resources. | | | | | ✔ |
| ● Enhance engagement and value the achievement of all learners. | | | | ✔ | |
| ● Emphasize group processes and a problem-solving approach. | | | | ✔ | |
| ● Practice distributed leadership that seeks to empower and inspire participatory | | | | ✔ | |
| ● decision-making. | | | | | |
| **Actionable 3:** <br> **Adopting Inclusive teaching practices** | | | | | |
| ● Provide teachers opportunity to work in teams, share ideas and reflect on best practices. Evolve shared expectations for teachers to work together to improve learning outcomes of students. | | | | | ✔ |
| ● Promote improvisation, risk taking to evolve innovative strategies. | | | | ✔ | |
| ● Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum. | | | | ✔ | |
| ● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement. | | | | ✔ | |

| Description | | | | | |
|---|---|---|---|---|---|
| **Actionable 4** <br> **Supporting student learning** | | | | | |
| Encourage buddy support or peer learning and child-to-child co-operation. | | | | | ✔ |
| ● Encourage flexible grouping of students during learning. | | | | | ✔ |
| ● Identify gaps, plan for early intervention and individualize learning | | | | ✔ | |
| ● Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. | | | | | ✔ |
| ● Use positive behaviour and support strategies to address behaviour issues. | | | | ✔ | |

## 4.2    Insights after assessing the Actionable(S)

| DESCRIPTOR | INSIGHT S |
|---|---|
| Engaging in teachers professional development | The school is into empowerment of teachers but also have to promote reflective thinking and meta cognitive thinking practices amongst the teachers. |

| | |
|---|---|
| Initiating innovations in the school | School aims to create a conducive environment for innovation and not merely sticking to the traditional method of teaching and testing . This will require identifying the unique capabilities of each student and  promoting creativity and critical thinking to encourage logical decision-making and innovation.All this  to be done by extensive use of resources/technology in teaching and learning, |
| Leading the teaching learning process | The  planning of yearly goals and expectations involves staff and others in the process. The feedback helps  teachers to understand their impact on student outcomes thus leading to  improvement in  their teaching practices . Engaging with other schools and organizations to share and improve practice and encourage innovation.can be done |
| Developing a learning culture | Developing a learning culture becomes most central to the progress of an institution. A learning culture cannot foster without the collaboration of all stakeholders where students are the prime focus. With proper policies and systems in place, Parents support in the child's education journey without being overly anxious, teachers deep engagement with students and thrust for learning, encouragement and support for innovation and infrastructure by the school administration , the learning culture at school can continue to flourish. |
| Building a culture of inclusion | The school strives to provide opportunity to  individual students so that they can participate fully in classes, aim to study better, aim to achieve better academic results, experience less stress and have enhanced career prospects Mutual respect among staff, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection is aimed for. |

## 4.3    Whole School Rubrics

| ELEMENTS | | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|---|---|---|
| **WHOLE SCHOOL RUBRICS** | | | | | |
| | | Knowledge and understanding of how students learn is demonstrated by a minority of teachers | Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning. | Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the center of the learning process. | **Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods** |
| | | Initial work is being undertaken to gather data on the individual learning styles of students at a year level | Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students. | Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels | **Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school** |
| | | Curriculum is usually designed by individual teachers based on the year level and associated subjects. | Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of cohorts of students. | Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives. | **All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.** |

| | | Domains are connected in an ad hoc manner when planning learning experiences. | Domains are being combined when planning learning experiences for students. | Many of the domains are strategically integrated creating quality learning experiences for students. | **All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.** |
|---|---|---|---|---|---|

| | | Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan. | Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified. | Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement. | **Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.** |
|---|---|---|---|---|---|
| | | Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning. | Teachers provide support for students to monitor and manage their learning. | Students have opportunities to monitor and manage their learning through structured support. | **All students are equipped to monitor and manage their learning.** |
| | | Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus. | Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies. | Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement / future learning. | **All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidence-based valid and consistent judgments are made through moderation.** |

| | | | |
|---|---|---|---|
| **ORGANISATIONAL STRUCTURES** | Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student | Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning. | Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students. | **Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.** |
| | learning and welfare are managed separately. | | | |
| | Learning spaces are confined to the classroom and there is limited use of ICT to support student learning. | A needs analysis informs future developments of physical and electronic learning environments. | Some spaces have been reorganized to create physical and electronic learning environments that support student learning. | **All physical and electronic learning environments have been created that complement diverse student learning.** |
| **PERFORMANCE & DEVELOPMENT CULTURE** | Professional learning is fragmented and usually short term. | Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice. | Teams of teachers plan for learning opportunities that will meet their needs as a group. | **Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.** |
| **CULTURE** | Professional learning focuses on individual teacher needs rather than agreed school priorities and | School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context. | A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and | **The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation** |

| | | | grouping teachers accordingly. | |
|---|---|---|---|---|
| **COMMUNITY BUILDING & PARTICIPATION** | The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community | The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning. | The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives. | **The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.** |

<div align="center">

**ANNEXURES**

</div>

**ANNEXURE-1**

**SECTION B-3:**

**Sample of detailed Syllabus for Class - V**

| Stakeholders → Class↓ | Subject-1 | Subject-2 | Subject-3 | Subject-4 | Subject-5 | Subject-6 | Subject-7 | Subject-8 |
|---|---|---|---|---|---|---|---|---|
| PS | | | | | | | | |
| PP-I | | | | | | | | |
| PP-II | | | | | | | | |
| Class-I | | | | | | | | |
| Class-II | | | | | | | | |
| Class-III | | | | | | | | |
| Class-IV | | | | | | | | |
| Class-V | | | | | | | | |
| Class-VI | | | | | | | | |
| Class-VII | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Class-VIII | | | | | | | | |
| Class-IX | | | | | | | | |
| Class-X | | | | | | | | |
| Class-XI | | | | | | | | |
| Class-XII | | | | | | | | |

**ANNEXURE-2**

# SECTION B-4:

# Pedagogical Strategies

**Teachers must consult the Handbook for Teachers by CBSE using the link given below: -**

[Handbook_for_Teachers.pdf (cbse.gov.in)](Handbook_for_Teachers.pdf)

**All the strategies are mentioned in this book along with relevant examples.**

1. **Toy Pedagogy**

   Toy Based Pedagogy is a teaching-learning approach which is based on learning 'through toys and games'. Children learn many concepts and skills while engaging in play activities.

   **Examples**

   ● Monopoly Game can be used for understanding mathematical operations.
   ● Hand Puppets for story narration.
   **You may also refer to the following handbook by CBSE: -**

   [Toy_Based_Pedagogy.pdf (cbseacademic.nic.in)](Toy_Based_Pedagogy.pdf)

2. **Experiential Learning**

   Experiential Learning involves a hands-on learning approach that moves towards the learner taking responsibility for her own learning, with the help of activities based on real-life experiences that the teacher facilitates. It is based on the principle of 'Learning by Doing' and giving 'multisensory experience' of learning by using all senses: auditory, visual, tactile and kinaesthetic.

   **Examples**

   ● Role Play of a shopkeeper and a customer.

- Pet Show to learn about Pet animals.

**You may also refer to the following handbook by CBSE: -**

[02-New Final Text Page (EL Hand Book) 24-08-2019 (cbseacademic.nic.in)](cbseacademic.nic.in)

3.    **Transdisciplinary Approach**

Teachers of various subjects must come together to plan activities and lesson plans of a transdisciplinary nature. Transdisciplinary approach entails the use and integration of methods and analytical framework from more than one academic discipline or subject to examine a topic, theme or issue through different projects.

**Example**

Project: Splash into Summer
                    * Understanding seasons
                    * Units of temperature
                    * Reciting self-composed poem on summer season

4.    **Art- Integrated Learning**

Art Integration is 'Teaching through Arts'. It is a framework which helps the children to apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics in an art integrated environment.

**Examples**

- Understanding Geometrical shapes by creating art piece - Warli art
- Understanding various science processes through dramatization.

**You may also refer to the following handbook by CBSE: -**

[art_integration.pdf (cbseacademic.nic.in)](cbseacademic.nic.in)

5.    **Joyful Learning**

Joyful learning is practised in classrooms to help students to attain the 'AHA!' moment which comes when a child creates something new or by independently completing the task assigned.  The teacher here plays the role of a mentor.

**Example**

Helping children to learn about animals through activities like paper folding, leaf craft, mask making, role play etc.

**You may also refer to the following handbook by CBSE: -**

[handbook-joyful.pdf (cbseacademic.nic.in)](#)

## 6. Computational Thinking

It refers to thought processes required in understanding problems and formulating solutions.

**Example**

Forming the greatest and the smallest 4, 5, 6-digit numbers using the given number cards.

## 7. SOLE Learning

It is a Self-Organized Learning Pedagogy that encourages the students to independently form small teams to investigate and research with minimal teacher guidance.

**Example**

- Measuring the area of objects in their immediate surroundings.
- Exploring the concepts of rotation and revolution through balls of different sizes.

# Suggestive format for Pedagogical Practices – Classes PS & PP

| Stakeholders →<br>Class ↓ | Language and Literacy (English and Hindi) | Maths and Blocks | Creative Expression | Science and Exploration | Values, Morals and Ethics (With due importance on Indian culture and rootedness) |
|---|---|---|---|---|---|
| PRE-PRIMARY | • Free / structured conversation and Circle Time<br>• Structured / Free Play<br>• Story Narration and Enactment (Toy Based Pedagogy)<br>• Inter/Intra Class Activities (Integrated Approach)<br>• Activities based on Play Based Learning<br>• Role Play/ Dramatization<br>• ICT Based Learning (Quiz, Word Wall, etc)<br>• Vocabulary building<br>• Picture Composition<br>• Rhyme Recitation<br>• YouTube videos / Self Made videos<br>• Listening & speaking activities<br>• Worksheets & Assignments<br>• Learning from their immediate environment.<br>• Art Integrated Learning through various activities<br>• Group Discussions<br>• Curriculum Bridging through Bridge Course Worksheets<br>• Participation in School Assemblies and Functions (Skill Based Learning) | • Toy Based Pedagogy for teaching various concepts.<br>• You Tube videos/ self-made videos.<br>• Project/ Theme based learning<br>• Learning from their immediate environment<br>• Experiential Learning<br>• Hands on Activities<br>• Game based learning platforms<br>• Interactive worksheets<br>• Role play<br>• Fun Activities<br>• Puzzles/ Maze/ Blocks<br>• Sorting and Pairing<br>• Stringing beads<br>• Magic with dice<br>• Discussions<br>• Virtual Tours<br>• Shopping Spree - Estimation<br>• Floor Games like Pattern walk<br>• Art Integrated Learning<br>• Problem Solving Activities integrate with the topics taught.<br>• Indoor / Outdoor | • Paper Folding<br>• Scribbling/ Tracing – Air/ Sand<br>• Origami<br>• Tearing and Pasting<br>• Collage Making<br>• Vegetable Printing<br>• Clay Modelling<br>• Fingertip Impressions<br>• Marble Printing<br>• Doodling<br>• Stripling<br>• Free Hand Drawing / Painting<br>• Blow/ Sponge Painting<br>• Music and Movement<br>• Sustainable Art<br>• Constructive Material Activities<br>• Headgear/ Face Mask<br>• Rangoli Making<br>• Theatre<br>• Art Integration with various subjects<br>• Aerobics / Action Song<br>• Animal Movements<br>• Nukkad Natak<br>• Fancy Dress<br>• ICT Learning like Autodraw, Scratch Junior, Different Apps | • Nature Walk<br>• Leaning through Experimentation through Simple Experiments.<br>• Observation and exploration through scientific equipment.<br>• Astronomy Session<br>• You Tube videos/ self-made videos.<br>• Water experiments<br>• Air Experiments<br>• Project Based Learning<br>• Sensory Paths<br>• Observing the immediate environment<br>• Kitchen Garden<br>• Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects | • Shloka Chanting<br>• Doha Rendition<br>• Story Narration and Enactment (Toy Based Pedagogy)<br>• Role play and Dramatization<br>• Street Play<br>• Songs/ Rhymes<br>• Participation in School Assemblies and Functions (Experiential Learning<br>• Community Service Activities |

| | | | | |
|---|---|---|---|---|
| | ●Trans Disciplinary Approach is followed to teach different | | | |

| | | | | |
|---|---|---|---|---|
| | topics by integrating other scholastic/ non-scholastic subjects<br>●Experiential Learning<br>●Nature Walk<br>●Different games are incorporated<br>●Reading corner | Games<br>●Decoding<br>●Measurements<br>●Data Handling<br>●Corelation of Numbers<br>●Rubrics Cube<br>●Dominos<br>●3D Shapes | | | |

**NOTE**: Activities Related to International collaboration with other schools and Parent Collaboration.

## Suggestive format for pedagogical practices – Classes I to V

| Stakeholders → <br> Class ↓ | ENGLISH | HINDI | MATHEMATICS | E.V.S./ SCIENCE | SOCIAL SCIENCE |
|---|---|---|---|---|---|
| I | • Story Narration and Enactment (Toy Based Pedagogy) <br> • Inter/Intra Class Activities (Integrated Approach) <br> • Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) <br> • Role Play/Dramatization <br> • Karadi Path (Literacy Programme) <br> • ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) <br> • Vocabulary building <br> • Picture Composition <br> • Poem Recitation <br> • YouTube videos <br> • Unseen Passages | • Learning from their immediate surroundings (Experiential Learning) <br> • Story Narration and Enactment (Toy Based Pedagogy) <br> • Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) <br> • Curriculum Bridging through Bridge Course Worksheets <br> • Participation in School Assemblies and Functions (Skill Based Learning) <br> • Role Play/Dramatization <br> • Inter/Intra Class Activities (Integrated | • Toy Based Pedagogy for teaching various concepts. <br> • You Tube videos. <br> • Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) <br> • Learning from their immediate surroundings (Experiential Learning) <br> • Hands on Activities <br> • Game based learning platforms <br> • Interactive worksheets <br> • Role play <br> • Fun Activities <br> • Magic with dice <br> • Discussions <br> • Virtual Tours <br> • Shopping Spree | • Toy Based Pedagogy for teaching various concepts. <br> • Role Play and Dramatization activities. <br> • Story Narration and enactment <br> • Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) <br> • Critical Thinking Worksheets <br> • ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) <br> • You Tube videos <br> • Connect with surroundings. <br> • Virtual Tours <br> • Board games | N.A |

| | | | | | |
|---|---|---|---|---|---|
| | ● Listening & speaking activities<br>● Worksheets & Assignments<br>● Learning from their immediate surroundings<br>● Art Integrated Learning through various activities<br>● Discussions<br>● Curriculum Bridging through Bridge Course Worksheets<br>● Participation in School Assemblies and Functions (Skill Based Learning)<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects<br>● Learning from their immediate surroundings (Experiential Learning) | Approach)<br>● Vocabulary building<br>● Picture Composition<br>● Poem Recitation<br>● Art Integrated Learning through various activities<br>● You Tube videos<br>● Unseen Passages<br>● Virtual Tour<br>● Listening & speaking activities<br>● Worksheets & Assignments<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects | ● Quiz using ICT platforms<br>● Art Integrated Learning through various activities<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>● Problem Solving Activities integrate with the topics taught. | ● Hands on activities<br>● Learning from their immediate surroundings (Experiential Learning)<br>● Art Integrated Learning through various activities<br>● Curriculum Bridging through Bridge Course Worksheets<br>● Participation in Assemblies (World Health Day, World Environment Day, etc.<br>● Nature Walk<br>● Leaning through Experimentation (Science Lab)<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects | |
| II | ● Story Narration and Enactment (Toy Based Pedagogy)<br>● Inter/Intra Class Activities (Integrated Approach)<br>● Role Play/Dramatization<br>● Karadi Path (Literacy Programme) | ● Learning from their immediate surroundings (Experiential Learning)<br>● Story Narration and Enactment (Toy Based Pedagogy)<br>● Curriculum Bridging through Bridge Course Worksheets | ● Toy Based Pedagogy for teaching various concepts.<br>● You Tube videos.<br>● Learning from their immediate surroundings (Experiential Learning)<br>● Hands on Activities<br>● Game based learning | ● Toy Based Pedagogy for teaching various concepts.<br>● Role Play and Dramatization activities.<br>● Story Narration and enactment<br>● Critical Thinking Worksheets | N.A |

| | Column 1 | Column 2 | Column 3 | Column 4 | |
|---|---|---|---|---|---|
| | ●ICT Based Learning (Quizzez, Kahoot, Word Wall, etc)<br>●Vocabulary building<br>●Picture Composition<br>●Poem Recitation<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●YouTube videos<br>●Unseen Passages<br>●Listening & speaking activities<br>●Worksheets & Assignments<br>●Learning from their immediate surroundings<br>●Art Integrated Learning through various activities<br>●Discussions<br>●Curriculum Bridging through Bridge Course Worksheets<br>●Participation in School Assemblies and Functions (Skill Based Learning)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Learning from their | ●Participation in School Assemblies and Functions (Skill Based Learning)<br>●Role Play/Dramatization<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Inter/Intra Class Activities (Integrated Approach)<br>●Vocabulary building<br>●Picture Composition<br>●Poem Recitation<br>●Art Integrated Learning through various activities<br>●You Tube videos<br>●Unseen Passages<br>●Virtual Tour<br>●Listening & speaking activities<br>●Worksheets & Assignments<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects | platforms<br>●Interactive worksheets<br>●Role play<br>●Fun Activities<br>●Magic with dice<br>●Discussions<br>●Virtual Tours<br>●Shopping Spree<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Quiz using ICT platforms<br>●Art Integrated Learning through various activities<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Problem Solving Activities integrate with the topics taught. | ●ICT Based Learning (Quizzez, Kahoot, Word Wall, etc)<br>●You Tube videos.<br>●Connect with surroundings.<br>●Virtual Tours<br>●Board games<br>●Hands on activities<br>●Learning from their immediate surroundings (Experiential Learning)<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Art Integrated Learning through various activities<br>●Curriculum Bridging through Bridge Course Worksheets<br>●Participation in Assemblies (World Health Day, World Environment Day, etc.<br>●Nature Walk<br>●Leaning through Experimentation (Science Lab)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects | |

| | immediate surroundings(Experiential Learning) | | | | |
|---|---|---|---|---|---|

| III | | | | | NA |
|---|---|---|---|---|---|
| | ●Role Play<br>●Toy Based Pedagogy for teaching various concepts.<br>●Inter-House Activities (Integrated Approach)<br>●Karadi Path (Literacy Programme)<br>●Learning from their immediate surroundings(Experiential Learning)<br>●ICT Based Learning(Quizzez, Kahoot, Word Wall, etc)<br>●Word Wall( Vocabulary Enrichment Programme)<br>●Class Library (Reading Programme)<br>●Creative writing<br>●Comprehension passage<br>●Picture composition<br>●Poster Making<br>●YouTube videos<br>●Comic Strip<br>●Collage Making<br>●Story Building<br>●Art Integrated Learning through various activities<br>●Bulletin Board Presentation<br>●Annual English Play<br>●Pronunciation videos<br>●Poem Recitation<br>●interactive worksheets | ●Role Play<br>●Toy Based Pedagogy for teaching various concept.<br>●Learning from their immediate surroundings(Experiential Learning)<br>●Vocabulary building<br>●Picture composition<br>●Paragraph writing<br>●Unseen passage<br>●Listening comprehension<br>●Virtual Tour<br>●Story Writing<br>●Art Integrated Learning through Various Activities<br>●YouTube videos<br>●Quiz using ICT platforms<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Curriculum Bridging through Bridge Course Worksheets<br>●Activities conducted under School | ●Toy Based Pedagogy for teaching various concepts.<br>●Field Trips<br>●Using manipulatives (Math Lab)<br>●Connect with surroundings using concrete objects (Experiential Learning)<br>●Art Integration through various activities.<br>●Hands on Activity - 2D, 3D shapes<br>●Observation<br>●Brainstorming Activities/Worksheets<br>●Virtual Tour<br>●YouTube videos<br>●Quiz using ICT platforms<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Problem Solving | ●Toy Based Pedagogy for teaching various concepts.<br>●Hands on-Activities (Science Lab)<br>●Exploring your surroundings (Experiential Learning)<br>●Brainstorming sessions<br>●Group Discussion<br>●Art Integrated<br>●YouTube videos<br>●Quiz using ICT platforms<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects<br>●Research Based Projects<br>●Hands on Activity<br>●Community Service Activities<br>●Curriculum Bridging through Bridge Course Worksheets<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning) | NA |

| | | | | | |
|---|---|---|---|---|---|
| | | | Activities Integrated with the topic taught.<br>● Participation in Online mathematical Quizzes such as 'Clash of Pi'. | | |

| | | | | | |
|---|---|---|---|---|---|
| | ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>● Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>● Curriculum Bridging through Bridge Course Worksheets<br>● Participation in School Assemblies and Functions<br>● Learning from their immediate surroundings<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects | Clubs/SUPW (Skill Based Learning) | ● Shin Program to enhance logical reasoning.<br>● Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>● Curriculum Bridging through Bridge Course Worksheets | | |

| IV | | | | | |
|---|---|---|---|---|---|
| | ● Inter-House Activities (Integrated Approach)<br>● Learning from their immediate surroundings (Experiential Learning)<br>● Toy Based Pedagogy for teaching various concepts.<br>● Karadi Path (Literacy Programme)<br>● ICT Based Learning(Quizzez, Kahoot, Word Wall, etc)<br>● Debate/Declamation<br>● Word Wall( Vocabulary Enrichment Programme)<br>● Good Reader's Award & Class Library (Reading Programme)<br>● Theatre in Education<br>● Newspaper Activities for Grammar Recapitulation<br>● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>● Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>● Curriculum Bridging through Bridge Course | ● Toy Based Pedagogy for teaching various concepts.<br>● Learning from their immediate surroundings(Experiential Learning)<br>● YouTube videos<br>● Role play<br>● Puzzles<br>● Vocabulary building<br>● Picture composition<br>● Paragraph writing<br>● Unseen passage<br>● Listening comprehension<br>● Worksheets based on various grammar concepts<br>● Quiz using ICT platforms<br>● Virtual tour<br>● Collage making<br>● Poster making<br>● Slogan Writing<br>● Quiz<br>● PPT Presentation<br>● Art Integrated Activities<br>● Mind Map reading<br>● Nukkad Natak<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects<br>● Think- Pair-Share/Collaborative | ● Toy Based Pedagogy for teaching various concepts.<br>● SOLE- Based activities to develop real life connect. Learning from their immediate surroundings (Experiential Learning)<br>● Field Trips<br>● Using manipulatives (Math Lab)<br>● Connect with surroundings using concrete objects<br>● Hands on Activity - 2D, 3D shapes<br>● Observation<br>● Brainstorming Activities/Worksheets<br>● Virtual Tour<br>● YouTube videos<br>● Quiz using ICT platforms<br>● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>● Problem Solving Activities Integrated | ● Toy Based Pedagogy for teaching various concepts.<br>● Newspaper in Education(Context Based Learning)<br>● Hands on-Activities (Science Lab)<br>● Exploring your surroundings (Experiential Learning)<br>● Brainstorming sessions<br>● Group Discussion<br>● Art Integrated<br>● YouTube videos<br>● Quiz using ICT platforms<br>● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects<br>● Research Based Projects<br>● Hands on Activity<br>● Community Service Activities<br>● Curriculum Bridging through Bridge Course Worksheets<br>● Activities conducted under School | ● Toy Based Pedagogy for teaching various concepts.<br>● YouTube videos<br>● Virtual tours<br>● Exploring your surroundings (Experiential Learning)<br>● Brainstorming sessions<br>● Poster Making Activity<br>● Map Activity<br>● Research Work<br>● Comprehension passage<br>● Discussions<br>● Quiz using ICT platforms<br>● Newspaper Reading<br>● Mind Map<br>● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects<br>● Art Integrated Activities<br>● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>● Think- Pair-Share/Collaborative activities.<br>● Activities conducted under School Clubs/SUPW (Skill Based Learning) |

| | | | | | |
|---|---|---|---|---|---|
| | Worksheets<br>●YouTube videos | | with the topic taught. | | |
| | ●Word Wall (Vocabulary Enrichment<br>●Creative writing<br>●Vocabulary building<br>●Comprehensio n passage<br>●Picture composition<br>●Worksheets based on various grammar concepts<br>●Collage Making<br>●Story Presentation<br>●Audio Stories<br>●Pronunciation videos<br>●Poem recitation<br>●Diary entry<br>●Pictorial Representation<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Comic Strip<br>●Story Building<br>●Art Integrated - Puppetry<br>●Dialogue Completion<br>●Pictorial activity<br>●Virtual Tour<br>●Quiz<br>●PPT presentation<br>●interactive worksheets<br>●Think- Pair-Share/Collaborative activities. | activities.<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) | ●Participation in Online mathematical Quizzes such as 'Clash of Pi'.<br>●Shin Program to enhance logical reasoning.<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>●Curriculum Bridging through Bridge Course Worksheets<br>●YouTube videos<br>●Virtual tours<br>●Theatre in Mathematics<br>●interactive worksheets<br>●Think- Pair-Share/Collaborative activities.<br>●Art Integrated Activities | Clubs/SUPW (Skill Based Learning)<br>●Art Integrated Learning through various activities<br>●YouTube videos<br>●Recycling old newspaper<br>●Clay modelling<br>●Brochure Making<br>●Street Play<br>●Think- Pair-Share/Collaborative activities. | |

| V | | | | | |
|---|---|---|---|---|---|
| | ●Inter-House Activities (Integrated Approach)<br>●Learning from their immediate surroundings(Experiential Learning)<br>●Toy Based Pedagogy for teaching various concepts.<br>●Karadi Path (Literacy Programme)<br>●ICT Based Learning (Quizzez, Kahoot, Word Wall, etc)<br>●Debate/Declamation (Learning through Argumentation)<br>●Word Wall( Vocabulary Enrichment Programme)<br>●Good Reader's Award & Class Library (Reading Programme)<br>●Theatre in Education<br>●Newspaper Activities for Grammar Recapitulation<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning) | ●Toy Based Pedagogy for teaching various concepts.<br>●Learning from their immediate surroundings(Experiential Learning)<br>●YouTube videos<br>●Role play<br>●Puzzles<br>●Vocabulary building<br>●Picture composition<br>●Paragraph writing<br>●Unseen passage<br>●Listening comprehension<br>●Worksheets based on various grammar concepts<br>●Quiz using ICT platforms<br>●Virtual tour<br>●Collage making<br>●Poster making<br>●Slogan Writing<br>●Quiz<br>●PPT Presentation<br>●Art Integrated Activities<br>●Mind Map reading<br>●Nukkad Natak<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Think- Pair-Share/Collaborative | ●Toy Based Pedagogy for teaching various concepts.<br>●Learning from their immediate surroundings(Experiential Learning)<br>●SOLE- Based activities to develop real life connect.<br>Field Trips<br>●Using manipulatives (Math Lab)<br>●Connect with surroundings using concrete objects<br>●Hands on Activity - 2D, 3D shapes<br>●Observation<br>●Brainstorming Activities/Worksheets<br>●Virtual Tour<br>●YouTube videos<br>●Quiz using ICT platforms<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Problem Solving Activities Integrated | ●Toy Based Pedagogy for teaching various concepts.<br>●SOLE- Based activities to develop real life connect.<br>●Hands on-Activities (Science Lab)<br>●Exploring your surroundings (Experiential Learning)<br>●Brainstorming sessions<br>●Group Discussion<br>●Art Integrated<br>●YouTube videos<br>●Quiz using ICT platforms<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Incidental Leaning<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Research Based Projects<br>●Hands on Activity<br>●Community Service Activities<br>●Curriculum Bridging through Bridge Course Worksheets<br>●Activities conducted | ●Toy Based Pedagogy for teaching various concepts.<br>●YouTube videos<br>●Virtual tours<br>●Exploring your surroundings (Experiential Learning)<br>●Brainstorming sessions<br>●Poster Making Activity<br>●Map Activity<br>●Research Work<br>●Comprehension passage<br>●Discussions<br>●Quiz using ICT platforms<br>●Newspaper Reading<br>●Project Based Learning( Crossover Learning)<br>●Mind Map<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Art Integrated Activities<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects)<br>●Share/Collaborative activities.<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning) |

| | ●Curriculum Bridging through Bridge Course | | with the topic taught. | | |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| | Worksheets<br>●YouTube videos<br>●Word Wall (Vocabulary Enrichment<br>●Creative writing<br>●Vocabulary building<br>●Comprehension passage<br>●Picture composition<br>●Worksheets based on various grammar concepts<br>●Collage Making<br>●Story Presentation<br>●Audio Stories<br>●Pronunciation videos<br>●Poem recitation<br>●Diary entry<br>●Pictorial Representation<br>●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects<br>●Comic Strip<br>●Story Building<br>●Art Integrated - Puppetry<br>●Dialogue Completion<br>●Pictorial activity<br>●Virtual Tour<br>●Quiz<br>●PPT presentation<br>●interactive worksheets<br>●Think- Pair- Share/Collaborative activities. | activities.<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) | ●Participation in Online mathematical Quizzes such as 'Clash of Pi'.<br>●Shin Program to enhance logical reasoning.<br>●Activities conducted under School Clubs/SUPW (Skill Based Learning)<br>●Curriculum Bridging through Bridge Course Worksheets<br>●YouTube videos<br>●Virtual tours<br>●Theatre in Mathematics<br>●interactive worksheets<br>●Think- Pair- Share/Collaborative activities.<br>●Art Integrated Activities | under School Clubs/SUPW (Skill Based Learning)<br>●Art Integrated Learning through various activities<br>●YouTube videos<br>●Recycling old newspaper<br>●Clay modelling<br>●Brochure Making<br>●Street Play<br>●Think- Pair- Share/Collaborative activities.<br>● | |

# ANNEXURE-3

# SECTION C16

### Classes I and II

Remedial programs are used to address gaps in basic skills. Remedial instruction can help struggling learners shore up their basic skills. Keeping in the mind the learning ability of the children few remedial steps must be taken up, twice a week during the zero periods, to help children improve their grades. They are as follows:

• Step by step explanation of the concept to be done separately with the students who face problems.
• Individual attention to be given to slow learners and assist them whenever required. extra to be given to those children who have trouble comprehending the language.
• Change the strategy for explanation and try a different one for better explanation.
• Special educator to intervene where child the is facing a problem in a specific are like retention power or dysgraphia (difficulty in copying words down, formation of letters)
• To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time.

### Classes III –V

The significance and need of remedial in Primary classes may not be as grave as in classes VI and above but their requirement certainly cannot be ignored. Most of the students in Primary classes may not require heavy and rigorous remediation but they assuredly need regular, short yet comprehensive remedial sessions. The curriculum in these classes being lighter in content, is more fun, activity and experience based, therefore the number of students who require regular remediation is not very large but usually there is a different set of students who need remedial as a consequence of low attendance due to medical reasons or some unavoidable circumstances.
For such cases the teachers will be proactive in monitoring the attendance of the students and their academic performance. Remedial classes will be conducted subject wise in the zero period on every Thursday. Based on the weekly tests that will be conducted every Monday, those students will also be included whose performance in the tests is unsatisfactory.

The list of students who have been recognised as ones who need regular support in their learning as a consequence of any kind of learning disability has been prepared by the Counsellor and will be updated periodically for the new students. These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Special Educator will also conduct class wise remedial sessions at least thrice a week to fulfil the special needs of those students whose needs are not met in the class remedial sessions.

### Classes VI to VIII

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of teaching learning process. For this year, the remedial planning is done in a more strategic manner taking into the consideration of last year reports and more workable as well as practical approach which will be followed

to bring more authentic results for the students and right amount of learning will takes place as per the individual needs, which will be seen in the performance of the children through their pen and paper results. Initially for the two months of the session the students will be identified by the teachers teaching various subjects on the certain parameters or the patterns seen in the children by the teachers. A few are as follow:

• Feedback from the Class teacher given by the end of the year

• Classroom participation as well as participating in group discussions

• Submission of work on time. Self initiative for any task assigned in the class.

• Responding to the questions directly asked by the concern subject teachers.

• Certain pattern of work seen in the notebooks along with class test performance

• Asking for doubts or clarification of the concepts taught in the class.

After Analysing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes week wise will be conducted for each subjects with more individual attention given to them in a smaller group.

**Guidelines for teachers for academically low performers.**

• Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles

• They will be taught the content in a step by step method.

• Regular review /recap and practice worksheets will be given.

• Small group instructions will take place which will offer individual attention. Along with the peer teaching

• Regular competition, rewards and giving the responsibility which will be set for these students on month wise bases to get better results.

• Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.

• Parents will be involved and progress will be discussed on monthly bases. Recap of the topics will be done at home with the parent's support.

After Term 1 the children who show progress will be part of the regular classroom and would be monitored on fortnightly bases in order to ensure that consistency is there in their academic progress. The students whose progress would not be up to the mark more strategic plan will be implemented for them in Term 2.

• Student's goals will be made high but attainable along with the ways to find the intrinsic motivation

• Controlled practice will be given to the students for the concept taught on weekly bases.

• Students will be taken for some more special test to check for their IQ levels.

• Moderation of test papers, more time devotion during pen and paper test will be given.

Further to the above mentioned those will be taken under special educator along with the teacher intervention to bring the academic results for the students as per the class level.

**Classes IX and X**

1) Students' identification (first week of April) will be done on the basis of
i) Previous teacher's feedback
ii) Response in class
iii) Oral tests
iv) Participation in class discussions
2) Two remedial classes will take place every week – one for assessing the students and another to reiterate the important points for remembering.

3)      Those students, who have a pattern in making mistakes while answering, or some particular dislike about a subject and proficiency in other subjects will be identified by the subject teachers so that they can plan remedial for them.

4) Cases of the students with learning difficulties will be identified before the summer break and information will be given to the student's counsellor.

5) The teachers will focus more on the practical aspects of the theoretical knowledge to increase the interest of the students in that subject.

6) A 5-minute doubt clarification session will be included in the regular classes.

7) After the first Unit tests, the subject teachers will find out the students who have performed below average and match it with their previous performance.

8)      The parents of those students who have performed below average, will be informed about better ways learning/understanding the concepts during Parent Teacher's meeting, they'll also be asked to keep vigilance about the study routine of the student at home.

9)      The teachers will make a special remedial plan for students who could not perform well. 10)These special remedial classes will be conducted for 2 weeks, scheduled in the Zero period.

11)      The efficacy of the remedial classes will be checked in the half yearly examinations. If the students have performed better than the same, two classes a week will continue. If they have not performed better, more special remedial classes will be planned.

12) For class IX, the science and maths teachers will take more concept clarification sessions in their normal teaching schedule.

13)      For class X, after the preboard I and II, special remedial classes will be conducted for the students who could not perform well. Model question papers will be given in all the subjects so that they can get a good practice.

**Remedial for Classes XI and XII**

The annual remedial Plan is a part of the school planning for the enhancement of students which caters to their need in a process to uplift their academics. The planning is made for students in two broad categories as follows:
1. Students Identified in the beginning of the session.
2. Appearing Board Students.
The Remedial Plan is incorporated by the identification of students in the beginning of the session.
Identification of students is done along the lines as – the academic performance in the previous year, their feedback given by the Class Teacher, along with their general behaviour and other aspects related to academics.

**Remedial for identified students:**

•      Utilization of the Zero Period in the timetable for the remedial classes will be done for these students. In a week there will be two remedial classes for these students who have been identified by the subject teacher and class teacher.

• Doubt Clarification for specific lesson will be arranged for the students.

• Worksheets will be designed for the students for the identified portion by the teacher.

• Peer teaching in the classroom to enhance the student's capacity of grasping and co- relating to the topic.

• Short periodic tests to be taken for the students.

• Feedback and remediation given to the student for his/her improvement.

•      Focus on key words and sentence structure in writing answers will be taught to students, prioritizing the word limit required for each answer.

**Board students: (Class XII)**

• Assured portion from the syllabus to be explained for the students with specific guidelines.

• Worksheet to be given on specific topics prepared by the subject teacher

• Higher order thinking skill questions to be discussed in class.

• Focus on questions which carry weightage.

• Teachers will develop question banks for the students, for the assured portion.

• Value points/Key words/improving expression and writing skills through practice papers.

• Doubt clarification session for the assured portion each subject.

• Important topics from Board question paper, solution in class along with key points.

• Short periodic tests to assess the concept building in students.

• Solving of Practice paper and sample paper in a given time period, which will help the students to complete the answers in a time bound manner.

•	Working on the presentation of answer along with handwriting such as taking care of specific issues- Spacing, margins, structure of the answer, word limit of answer as per the weightage of question.

• Feedback through remediation to be given to students for his/her improvement.

# Annexure-4

## Section B5

## Sample Lesson Plan

CLASS **V - G, H**  
SUBJECT: **English**  
DATE : FROM **24** TO **28.4.23**

| TOPIC/ SUB TOPICS No. of Periods | E — Energize Learners • Before starting the class • To start the class | N — Navigate Content • Teach and Review |
|---|---|---|
| **3 (Mon, Thu, Fri)** | Flipped: Watch the YouTube video ① | ① Parts of a Sentence |
| Topic ① *Subject and Predicate | on kinds of Sentences and Parts of a Sentence. | Subject (Doer) — Predicate (Contains Verb) Eg:- (Rita) is playing football |
| ② *Kinds of Sentences Sub-Topics:- | Learning Outcomes will be written on the board. ① Each child will | Subject        Predicate ② Kinds of Sentences |
| * Subject, Verb, Object * Declarative, | be able to differentiate between subject and predicate in different kinds of sentences. | (Imperative) Request/ Command/ Advice ⊙     (Kinds of Sentences)     (Declarative) Simple Statements ⊙ Full stop |
| Interrogative, Imperative & Exclamatory Sentences | ② each child will be able to classify at least five sentences on the basis of their kind. | (Exclamatory) Strong emotions or feelings of fear, happiness or pain ↓ (!)    (Interrogative) For asking questions ↓ (?) |

| G | A | G | E |
|---|---|---|---|
| **Generate Meaning** | **Apply to real life** | **Gauge the meaning** | **Extend** |
| • Move to long term memory through reflection | • Demonstrate skills | • Look how much you have learnt | • Extended Activities |
| <u>Points to remember</u>:- <br>• The helping verb and Subject interchange positions in Interrogative sentences. <br>→ In Imperative sentences, the subject (You) is mostly hidden or implied. <br>→ When a sentence begins with There is/are, It is, Here is/are, the subject is the word which ~~follows these words~~. <br>Eg:- There is a (boy) who is playing in ~~the~~ field right now. | Frame all four kinds of sentences using the following words :- <br>① milk <br>② brother <br>Remember to end each sentence with a proper punctuation mark. | ① <br>• Fill in the blanks with suitable subject/predicate <br>• Circle the subject in the given sentences. <br>② Classify the given sentences in a newspaper article on the basis of their kinds. | Do Exercise A to C in Cornerstone of L-1 |

CLASS __VIII__

SUBJECT: ENGLISH

DATE : FROM 01/05/2023 TO 05/05/2023

On the sticky note:

Learning Outcomes:-
Each student will be able to:-
• appreciate the poem as a nature poem
* understand the importance of each creature and value its uniqueness.
* know what didactic poems are
* paraphrase the poem in his/her own words.

| TOPIC/ SUB TOPICS No. of Periods | • Bef... • To... | N Navigate Content • Teach and Review |
|---|---|---|
| The Nightingale and the Glow-worm → Theme → Poetic Devices → Graphic Organiser → Question-Answers | * Find information about five animals/ birds/ insects and state their unique characteristic. [Given as extended learning in the previous class] | * Model recitation of the poem by the teacher. |
| | * → Discussion of the task given above. | * Video link of the poem will be played. |
| No. of periods – 5 | → Recall a situation when you were caught in a tricky situation and had to use your presence of mind. | * Importance of each creature and valuing its importance will be discussed. * Pair and share :- On the basis of your comprehension of the poem- jot down any two character traits of the nightingale and glow-warm |

| G | A | G | E |
|---|---|---|---|
| **Generate Meaning** | **Apply to real life** | **Gauge the meaning** | **Extend** |
| • Move to long term memory through reflection | • Demonstrate skills | • Look how much you have learnt | • Extended Activities |
| * Meaning of a didactic poem with special emphasis on the poem - 'The Nightingale and the Glow-worm' will be discussed. <br><br> * Identify the theme of the poem. <br><br> * Enlist any two poetic devices along with examples. | * The students will imagine witnessing a conversation between two animals or birds and describe and draw their imagination. | * Link of Quizizz will be shared <br><br> * E-lesson questions will be discussed at length. | * Complete the webchart based on the poem read in the class. |

# ANNEXURE-5

# SECTION D-3

## Classroom Teaching Observation Proforma

**Bal Bharati**
PUBLIC SCHOOL
Sector 21, Noida, G.B. Nagar

### CLASSROOM TEACHING - SUPERVISION PROFORMA
### CLASSES : PS &PP

Name of the teacher ................................. Class & Sec: .................................

Topic: ................................. Date: .................................

| Review Section | Comments |
|---|---|
| **CLASS ENVIRONMENT** | |
| • Cleanliness of class was up to the mark | YES /NO |
| • Arrangement of furniture was neat | YES /NO |
| • Display boards were properly maintained | YES /NO |
| **CLASSROOM COMMENCEMENT & MANAGEMENT** | |
| • Session/Activity commenced on time | YES /NO |
| • Greeting (Namaskar);the Teacher /Facilitator created an environment of active participation | YES /NO |
| • Readiness Activities taken up | YES /NO |
| • The Teacher/ Facilitator worked on the previous knowledge of the child (known to unknown) | YES /NO |
| • The Teacher/ Facilitator introduced the Topic well | YES /NO |
| **PLANNING** | |
| • Reflected accurate knowledge of content to be covered | YES /NO |
| • Planned for specific learning outcomes | YES /NO |
| • Planned & worked effectively for the " Integration " Principle | YES /NO |
| • Class time was managed through an effective Plan | YES /NO |
| **PEDAGOGY & COMMUNICATION SKILLS** | |
| • The Teacher/ Facilitator developed the lesson from simple to complex concepts | YES /NO |
| • Use of Well Planned, Creative & Colourful TLMs | YES /NO |
| • Teaching - Learning was play & activity based; | YES /NO |
| • Children were motivated & encouraged while building concepts | YES /NO |
| • Teaching-Learning well blended for individual differences | YES /NO |
| • Blended movements (actions/animal movements/hand movements etc.; at intervals) to cultivate interest/attention span | YES /NO |
| • Used examples that were simple, clear, precise, age appropriate, | YES /NO |
| • Examples used readily available in the learner's environment | |
| • Proactive, well planned and age-appropriate use of digital resource prepared/presented | YES /NO |

| FACILITATOR | |
|---|---|
| | YES /NO |
| • Modulated her voice well and was not over repetitive | YES /NO |
| • Fostered Creative thinking & language skills | YES /NO |
| • Recapitulated the concepts taught | YES /NO |
| • Concluded with simple, well planned "extended activities" which the children may perform independently | YES /NO |
| • Created an environment of Happiness & Joyful Learning | YES /NO |
| **EQ BUILDING** | |
| • Worked on misconceptions & used these constructively to eliminate learning gaps | YES /NO |
| • Took good care of group participation & collaboration | YES /NO |
| • Encouraged productive social-emotional connects and peer interaction | YES /NO |
| • Was sensitive to individual differences and inclusive learning | YES /NO |

**Strengths Observed:**




**Suggestions / General Remarks**




**Signatures of Teacher /Facilitator**          **Signature of the Observer**


**Signatures of Headmistress**          **Signatures of Principal**

**Bal Bharati**
PUBLIC SCHOOL
Sector-21, Noida, G.B. Nagar

## CLASSROOM TEACHING- SUPERVISION PROFORMA

### CLASSES – I TO V

Name of the Teacher: _____  Class/Section_____

Chapter/Topic:_____  Date and Block_____

|   |   | Comments |
|---|---|---|
| 1 | **CLASS COMMENCED ON TIME** | YES / NO |
| 2 | **TEACHER PAID ATTENTION TO THE FOLLOWING** | |
|   | • Cleanliness | YES / NO |
|   | • Arrangement of furniture | YES / NO |
| 3 | **LESSON DEVELOPMENT** | |
|   | • Previous knowledge was verified / Recapitulation through questions, worksheet, any other | YES / NO |
|   | • Instructions & explanation were clear & specific | YES / NO |
|   | • Used examples that were simple, clear, precise, and appropriate | YES / NO |
|   | • The application of the concept in real life was discussed | YES / NO  YES / NO |
| 4 | **TEACHING METHODOLOGY** | |
|   | • Pair-Share, Group Discussion, Brain-Storming, Role-Play, Flipped Learning/ Lecture Method/ Any other | _____ |
|   | • Used differentiated practices for inclusive teaching | YES / NO |
| 5 | **TECHNOLOGY / TEACHING AIDS USED** | |
|   | • Effective use of interactive panels Power-Point Presentation/You tube videos/Self-made videos | YES / NO |
|   | • Any other tool /Aid used | _____ |
| 6 | **SUBJECT MATTER CONTENT** | |
|   | • Shows good command and knowledge of the subject matter | YES / NO |
|   | • Was able to integrate the topic with other subjects/ correlate to everyday life | YES / NO |
| 7 | **THE CLOSURE OF THE LESSON WAS THROUGH** | |
|   | • Discussion of key points | YES / NO |
|   | • Encourage verbal summary by children | YES / NO |
|   | • A brief question/ answer session | YES / NO |
|   | • Graphic organizer/diagrammatic representation | YES / NO |
| 8 | **ASSESSMENT WAS CARRIED OUT BY USING** | |
|   | • Oral / Written Questions | YES / NO |
|   | • Collaborative learning technique | YES / NO |
|   | • Group Activity | YES / NO |
|   | • Extended learning activity | YES / NO |
|   | • Any other | YES / NO |
| 9 | **THE ASSIGNMENT GIVEN WAS** | |
|   | • A useful revision of the work done | YES / NO |
|   | • Provided scope for creative thinking / problem solving | YES / NO |
| 10 | **THE PREPARATION /PLANNING OF THE LESSON WAS** | |

| | | |
|---|---|---|
| | • Thorough | YES / NO |
| | • Needs Improvement | YES / NO |
| | • The class was conducted according to the lesson plan | YES / NO |
| 11 | THE LEARNING OUTCOME WAS | |
| | • Achieved by all students | YES / NO |
| | • Achieved by most of the students | YES / NO |
| | • Not achieved | YES / NO |
| 12 | TIME MANAGEMENT - | |
| | • Good and effective | YES / NO |
| | • Seemed rushed | YES / NO |
| | • Could not complete the topic | YES / NO |
| 13 | RAPPORT WITH STUDENTS | |
| | • Held interest of students | YES / NO |
| | • Was friendly, fair, and impartial | YES / NO |
| | • Most of the students were engaged most of the time | YES / NO |
| | • Encouraged participation; interacted with students | YES / NO |
| | • Mainly Teacher Talk | YES / NO |

Strengths observed:------------------------------------------------------------------------------------

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Suggestions/General remarks:--------------------------------------------------------------------

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**Signature of the Teacher**                    **Signature of the Observer**

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**Signature of the HM/Vice-Principal**          **Signature of the Principal**

# Bal Bharati
## PUBLIC SCHOOL
Sector-21, Noida, G.B. Nagar

### CLASSROOM TEACHING- SUPERVISION PROFORMA

### CLASSES - VI TO XII

Name of the Teacher: _____ Class/Section_____

Chapter/Topic:_____ Date and period_____

| | | Comments |
|---|---|---|
| 1 | CLASS COMMENCED ON TIME | YES / NO |
| 2 | ATTENDANCE TAKEN | YES / NO |
| 3 | PAID ATTENTION TO THE FOLLOWING | |
| | • Cleanliness | YES / NO |
| | • Arrangement of furniture | YES / NO |
| 4 | INTRODUCTION OF THE LESSON | |
| | • Previous knowledge was verified / Recapitulation through questions, worksheet, any other | YES / NO |
| | • Flipped Learning, Anecdote, Puzzle, AV Clip, Story, Any other | _____ |
| 5 | LESSON DEVELOPMENT | |
| | • Well-conceived and logical | YES / NO |
| | • Instructions & explanation were clear & specific | YES / NO |
| | • Used examples that were simple, clear, precise, and appropriate | YES / NO |
| | • The application of the concept in real life was discussed | YES / NO |
| 6 | TEACHING METHODOLOGY | |
| | • Pair-Share/ Group Discussion/ Brain-Storming/ Role-Play/ Flipped Learning/ Any other | _____ |
| 7 | TECHNOLOGY / TEACHING AIDS USED | |
| | • Effective use of interactive panels, Power-Point Presentation/ You tube videos/ Self-made videos | YES / NO |
| | • News Paper | YES / NO |
| | • Any other tool /Aid | YES / NO |
| 8 | SUBJECT MATTER CONTENT | |
| | • Shows good command and knowledge of the subject matter | YES / NO |
| | • Was able to integrate the topic with other subjects/ correlate to everyday life | YES / NO |
| 9 | THE CLOSURE OF THE LESSON WAS THROUGH | |
| | • Discussion of Key points by teacher | YES/NO |
| | • Verbal summary by children/ group activity | YES/NO |
| | • A brief question / answer session | YES/NO |
| | • Graphic organizer/ diagrammatic representation | YES/NO |
| 10 | ASSESSMENT WAS CARRIED OUT BY USING | |
| | • Oral / Written Questions | YES / NO |
| | • Group Activity | YES / NO |
| | • Concept Map | YES / NO |
| | • Questions | YES / NO |
| | • Any other | YES / NO |
| 11 | THE ASSIGNMENT GIVEN WAS | |
| | • A useful revision of the work done | YES / NO |
| | | YES / NO |

| | | |
|---|---|---|
| | • Provided scope for creative thinking / problem solving / research oriented | |
| 12 | THE PREPARATION /ORGANISATION OF THE LESSON WAS<br>• Excellent / Very Good / Good / Average<br>• A good trajectory seen vis – a – vis objective<br>• Had scope for reflection<br>• Could have been better organized | YES/NO<br>YES/NO<br>YES/NO |
| 13 | SUBJECT MATTER CONTENT<br>• Shows good command and knowledge of the subject matter<br>• Was able to integrate with other subjects/ correlate to everyday life | YES / NO<br><br>YES / NO |
| 14 | THE LEARNING OUTCOME WAS<br>• Achieved by all students<br>• Achieved by most of the students<br>• Not achieved | YES / NO<br>YES / NO<br>YES / NO |
| 15 | TIME MANAGEMENT –<br>• Effective use of time<br>• Seemed rushed<br>• Could not complete the topic | YES / NO<br>YES / NO<br>YES / NO |
| 16 | TEACHER AS FACILITATOR<br>• Held interest of students<br>• Was respectful, fair, and impartial<br>• Most of the students engaged constructively<br>• Encouraged participation; interacted with students<br>• Excessive Teacher Talk | YES / NO<br>YES / NO<br>YES / NO<br>YES / NO<br>YES / NO |

Strengths observed:---------------------------------------------------------------------------------------
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Suggestions/General remarks:------------------------------------------------------------------------
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.........................................
**Signature of the Teacher**

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**Signature of the Observer**

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**Signature of the HM/Vice-Principal**

.........................................
**Signature of the Principal**

| **FACILITATOR** | |
|---|---|
| • Modulated her voice well and was not over repetitive | **YES /NO** |
| • Fostered Creative thinking & language skills | **YES /NO** |
| • Recapitulated the concepts taught | **YES /NO** |
| • Concluded with simple, well planned "extended activities" which the children may perform independently | **YES /NO** |
| • Created an environment of Happiness & Joyful Learning | **YES /NO** |
| **EQ BUILDING** | |
| • Worked on misconceptions & used these constructively to eliminate learning gaps | **YES /NO** |
| • Took good care of group participation & collaboration | **YES /NO** |
| • Encouraged productive social-emotional connects and peer interaction | **YES /NO** |
| • Was sensitive to individual differences and inclusive learning | **YES /NO** |

**Strengths Observed:**




**Suggestions / General Remarks**





**Signatures of Teacher /Facilitator**       **Signature of the Observer**


**Signatures of Headmistress**       **Signatures of Principal**