



**ANNUAL
PEDAGOGICAL
PLAN**

SESSION 2019-20

1. SCHOOL INFORMATION

School Name and Complete Address with Phone number(s), Fax No., Email ID, Website etc.

DISCIPLINED DISCIPLES INTERNATIONL SCHOOL
FGC ROAD,AMRITSAR.
EMAIL ID:- ddisprincipal@yahoo.co.in

Name of the Principal/ HOS:

1.3 SHABNAM SHARMA

Contact No. 8558833201 Email ID: ddisprincipal@yahoo.co.in

School Details:

Year of Affiliation:2021 AffiliationNo.1630660
SchoolCode:25645

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)
- No. of Students: 538 (Total) 298 (Boys) 240(Girls)
- No. of Divyang (with Special Needs) Students: 3
- Facilities Available: ICT LABS,ACTIVITY HALLS, SPORTS GROUNDS, ALL AS PER CBSE.
- No. of Students in: Day School 538 Day Boarding _____ Boarding _____
- Location Type : Urban/ Rural/ Hilly Area: URBAN
- Is the School a Minority School? NO
- School Quality Accreditation Details (if any):
NO

Number of Students on Roll (Class-wise):

| Class | Pre-Primary | I | II | III | IV | V | VI | VII | VIII |
|-------|-------------|---|----|-----|----|---|----|-----|------|
| | | | | | | | | | |

| | | | | | | | | | |
|--------------------|-----|----|----|----|----|----|----|----|----|
| Number of Sections | | | | | | | | | |
| Students on Roll | 104 | 32 | 34 | 36 | 35 | 40 | 41 | 50 | 42 |

| Class | IX | X | XI | XII | Streams and Subjects in Sr. Secondary Level | | | |
|--------------------|----|----|----|-----|---|----------------|---------------|------------|
| | | | | | Science | Commerce | Humanities | Vocational |
| Number of Sections | | | | | | | | |
| Students on Roll | 35 | 28 | 31 | 20 | XI-14 XII-6 | XI-16 XII-7 | XI-1 XII-7 | |

School Academic Performance:

a) Pass Percentage during the last Academic Session:

| Class | Number of stud appeared | Number of students p | Pass Percentage |
|-------|-------------------------|----------------------|-----------------|
| X | 36 | 36 | 100% |
| XII | 17 | 17 | 100% |
| | | | |
| | | | |

b) Board Examination at a Glance

| Class | Number of students appeared | Number of students Passed | Pass percentage | Number of students with 10 CGP/ marks between 91% to 100% | Number of students with A ₂ / marks between 81% to 90% | Special Remarks (if any) |
|-------|-----------------------------|---------------------------|-----------------|---|---|--------------------------|
| X | 36 | 36 | 100% | 4 | 11 | 100% |
| XII | 17 | 17 | 100% | 1 | 1 | 100% |

1.5 Overall School Performance of the Current/ Previous Academic Session

100% RESULTS WITH DISTINCTIONS LIKE 100/100 IN MATHS, PUNJABI, IT AND HIND.MUSIC.

Key Strengths of the School

FOCUS ON INDIVIDUAL LEARNING IN ACARING AND ENCHRICHING ENVIRONMENT.
 CONTINOUS EFFORTS FOR UPLIFTMENT OF SCHLOASTIC AND CO-SCHOLASTIC AREAS.
 INVOLVMENT OF ALL STAKE HOLDERS IN SCHOOL DEVELOPMENTS.
 ECONOMICAL AND AFFORDABLE SCHOOL CATERING NEEDS OF SOCIETY.

Staff Details:

The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or Part -Time)

| Group | Regular | Ad-hoc | Part- Time | Number of Teachers | |
|-------------|---------|--------|------------|--------------------|------------|
| | | | | Trained | Un-Trained |
| Pre-Primary | 5 | 2 | | √ | |
| Primary | 6 | 4 | | √ | |

| | | | | | |
|-------------------|---|---|---|---|--|
| Middle | 5 | 2 | | √ | |
| Secondary | 4 | 3 | | √ | |
| Senior Secondary | 2 | 5 | 4 | √ | |
| Supervisory Heads | 3 | | 4 | √ | |
| Special Educator | 3 | | | | |
| PETs | | | | | |
| Librarian | | 1 | | √ | |
| Music Teachers | | | 1 | √ | |
| Dance Teachers | 1 | | | √ | |
| Yoga Teacher | | | | | |
| Counsellor | | | | | |
| Others (if any) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total | | | | | |

2. ANNUAL PEDAGOGICAL PLAN 2019-20

PEDAGOGICAL PLAN COMMITTEE

| Name | Designation | Role in PPC |
|---------------------|----------------|-------------------------------------|
| MS SHABNAM SHARMA | PRINCIPAL | MASTER PLANNER, EXECUTOR,MONITOR |
| MS RAMA SHARMA | VICE-PRINCIPAL | PLANNERAND MONITOR |
| MS MONIKA | CO-ORDINATOR | PLANNER AND EXECUTOR |
| MS GEETANJALI KOHLI | CO-ORDINATOR | PLANNER AND EXECUTOR |
| MS SUBHRA MISHRA | CO-ORDINATOR | PLANNER AND EXECUTOR |

PPC Meetings to develop APP

| Date | Stakeholders Consulted | Discussions Held |
|---------------------------------|---|--|
| MARCH 15.03.2019 | PARENRS,STUDENTS,TEACHERS,HOD,PPC COMMITTE | FORMAT,LAYOUT,PLANNIN G FINALIZATION,EVALUATIO N AND MONITERING STRAGEFIES REVIEW AND REMEDIAL MEASURES,FOCUS ON EXPERIENTIAL AND JOYFUL LEARING |
| APRIL 18-05- 2019 | TEACHERS,HOD,COMMEITTE,PPC | INCLUSION OF SOCHALASTIC AND CO- SCHOLASTIC,PROGRESSS OF IMPLEMENTATION,REVIEW AND REMEDIAL |
| SEPTEMB ER 03-09- 2019 | TEACHERS,HOD,CIMMITTE,PPC | REVIEW AND MONITORING,EVALUATION AND REMEDIAL OF TERM- 1AND TERM-2 |
| FEBRUA RY 5-02-2020 | TEACHERS,HOD,CIMMITTE,PPC | FINALIZATION OF PLAN IN VIEW OF NEXT ACADEMIC SESION WITH MINITERING EVALUATION AND REMEDIAL. |

VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment -wise

| |
|---|
| Vision Statement |
| SCHOOL PERCEIVES THAT CHILDREN HAVE EQUAL RIGHTS TO QUALITY LIFE. THE SCHOOL'S VISION IS TO: <ul style="list-style-type: none">• DESIGN, DEVELOP AND DELIVER QUALITY EDUCATION SYSTEM.• ADDRESS THE ABILITIES AND ASPIRATION OF ALL STUDENTS• NURTURE INNOVATIONS AND CREATIVITY.• SHARPEN ENVIRONMENT FRIENDLY QUALITIES.• DEVELOP WORLD CLASS CITIZENS.• NURTURE & HARMNESS LEADERSHIP ABILITY AMONG STUDENTS. |
| Mission Statement |
| SCHOOL IS DETERMINED TO PROVIDE QUALITY EDUCATION TO ALL AND TO ADDRESS THIS MISSION SCHOOL WILL FOCUS ON QUALITY. <ul style="list-style-type: none">• SCHOOL WILL PROVIDE THE BEST CONDUCIVE AMBIENCE WHERE EACH STUDENT CAN ENJOY.• SCHOOL AIMS AT PROMOTING COMMUNAL HARMONY AND SECULAR APPROACH.• SCHOOL WISHES TO INCULCATE IN EVERY STUDENT THE RESPECT FOR HUMAN DIGNITY. |
| Our Values |
| <ul style="list-style-type: none">• HARMONIOUS HAPPY AND HEALTHY LIVING• GLOBAL OUTLOOK WITH PATRIOTIC HEART.• HONESTY, TRUTHFULNESS, GRIT FAMILY CONCERNS, QUALITY LIFE BEING SENSITIVE AND IMPORTANT TO ENVIRONMENT, FAMILY, COMMUNITY, NATION AND GLOBE. |
| Our Focus |
| <ul style="list-style-type: none">• THE SOLE AIM OF EDUCATION IS TO BRING OUT THE BEST IN THE MIND AND HEART OF A CHILD. EACH CHILD IS ENDOWED WITH SPECIAL TALENT WHICH NEEDS TO BE EXPLORED, HONED AND PERFECTED VERY TENDERLY BUT PERSEVERINGLY.• TO PROVIDE INEXHAUSTIBLE TREASURE OF KNOWLEDGE, REVERENCE, RATIONAL OUTLOOK, DEDICATION, SINCERITY, SACRIFICE AND HUMANITY THROUGH SOUND AND FUTURISTIC MANAGEMENT CARING AND INTELLECTUAL FACULTY AND A WELL MAINTAINED CAMPUS. |
| Our Pedagogical Vision |
| <ul style="list-style-type: none">• WE PROVIDE PERSONALISED LEARNING EXPERIENCE TO ENSURE THAT EACH STUDENT IS MET AT THE POINT OF NEED AND IS ACTIVELY ENGAGED IN CO-CONSTRUCTING INDIVIDUAL LEARNING PATHWAY FOR FURTHER GROWTH AND IMPROVEMENT THROUGH A CURATED CURRICULUM, LESSON PLAN AND EVALUATION.• KEEPING INDIVIDUAL INTERESTS, EVIDENCES AND NEEDS IN MIND MEANINGFUL FEEDBACK OF PROGRESS WHICH IS SELF REFLECTIVE, PARTICIPATORY AND COLLABORATORY IN APPROACH IS FOLLOWED TO REFINE THE TEACHING AND LEARNING WITH PROFESSIONAL SUPPORT RESOURCES, TOOLS AND TECHNIQUES.• STAFF PARENTS COMMUNITY SUPPORT IS DRAWN TO EXTEND STUDENTS LEARNING PROVIDING THE OPPORTUNITIES FOR THEM TO APPLY THEIR SKILL AND KNOWLEDGE TO REAL LIFE EXPERIENCES. |
| Our Teaching Learning Approach |

1. PERSONALISED LEARNING

- TO ENSURE STUDENTS ARE ENGAGED IN THEIR LEARNING THROUGH FEEDBACK CURRICULUM, ASSESSMENT DESCRIPTION OF WHOLE SCHOOL APPROACH.

2. ORGANISATIOAL TEACHING AND LEARNING STRUCTURE

- TO DESCRIBE THE PREFFRED ORGANISATION STRUCTURE THAT SUPPORT TEACHING AND LEARNING.

3. PERFORMNACE AND DEVELOMENT CULTURE

- TO DESCRIBE THE INNOVATIVE P&D CULTURE OF SCHOOL WHICH SUPPORT PADEGOLOGICAL VISION.

4. COMMUNITY BUILDING AND PARTICIPATION

5. PERFORMANCE

- EXPECTATION FOR THE FUTURE AGAINST THE AVAILABLE DATA TO SET GOAL FOR NEXT MASTER PLAN WITH REVIEW AND ANALYSIS.

ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

| Name of Resource/s | Segment Pre-primary/Primary/Sec/Sr. Sec. | Usefulness |
|---|---|---|
| Pre-Primary: Puppets, AV,Flash cards, Smart board, L.E.D, Real objects, Toys, Charts, White board | English Maths EVS G.K. Art Conversation | Concept clearance, Motor skill: -To make concepts easy and interesting - To make teaching joyful - Study in play way method - Take them for quizzes and group discussion - To make concepts understandable - To enhance writing skills |
| Primary: Flash cards, Ppt's, Easel object enactments, Practical surveys, Play-way method, Experiments, Map work, Lab visits, Model making, Real world examples, A.V.,Smartboards | English Maths Science S.St Punjabi Hindi Computer G.K. | -To make concepts easy and interesting - To make teaching joyful - Study in play way method - Quizzes and group discussion - To enhance writing skills - Making models using waste materials - To make concepts more clear using ICT such as Ppt's - Making visits to different subject labs |
| Secondary: Garden visits, Specimen, Experiments, Flow charts, Practicals, Real life examples, Vocabulary, group discussion, Seminars, ICT tools, Enactments, Educational trios, Map work, Lab visits, quizzes, group discussion, competition | English Maths Science S.St Punjabi Hindi Computer G.K. | - To make teaching joyful - To make concepts understandable - To enhance writing skills - To make concepts more clear using ICT such as Ppt's, videos - Enactments to make teaching more interesting and engaging - Educational trips to historical places and industries - Seminars by students to make them more confident - Inter house and school/state level competitions |
| Sr. Secondary: Experiments, Flow charts, Practicals, Real life examples, Specimen, Lab visits, quizzes, group discussion, competition | English Maths Science S.St Punjabi Computer | - To make teaching joyful - To make concepts more clear using ICT such as Ppt's, videos - Enactments to make teaching more interesting and engaging - Educational trips to historical places and industries - Seminars by students to make them more confident - Inter house and school/state level competitions - Nature associated activities to make them close to nature as well as making learning interesting |

PEDAGOGICAL STRATEGIES

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

| Stakeholders → Class ↓ | Subject 1 | Subject 2 | Subject 3 | Subject 4 | Subject 5 |
|---------------------------|---|---|---|--|--|
| I | English Coloring /Drawing , PPT/ICT, Vocabulary words, Reading ,Toy / Picture, Recitation, Clay Modeling , Play way activities . | Hi Chart making,videos/PPT,play way activity,assignment reading,imagine,flash cards,toys ndi /Punjabi | Mathematics Colourin/drawing, cutting,model making,playway activity;assignm ent,pictures; PPTS' videos recitation,vocab ulary words | Science Colouring/drawing ,PPT,competition, quiz,reading | Social Science. Drawing/colouring,nat ure associated activity,video,PPT,fiel d visits,lab visit,flow chart,vocabulary words,quiz,competitio ns,plaw way activity |
| II | Drawing/coloring , Clay Modeling , Puzzling/toys, reading ,competition , Recitation ,Vocabulary Words , PPT | Flash cards//chartsvocabula ry words,pictures,real life scenes.imagine,reading ,Ppt,drawing, | cutting, model making, playway activity; assignment, sticks material based,chart making, PPT, video, quiz,competition ,projects,vocabul ary words,nature associated activity with topic | Cutting,chart making,competitio ns,group discussions,speech ,model making,quiz | Drawing/colouring,vid eo,PPT,field visits,lab visit,flow chart,competitions,pla y way activity |
| III | Cutting/drawing,colouri ng,clay modeling,assignment,bi ngo,playway activity,reading,quiz,sp eech,vocabulary words | Chart making,flash cards reading,quiz,PPT/vid eo,role play,vocabulary words,model making | Paper cutting,model making,assignm ent,sticks material based,chart making,PPT, video,quiz,comp etition,projects,v ocabulary words,flow chart | Stick material based,maize,flow chart,experiments, experiments,sloga n writing,survey,qui z,competition | Paper cutting,PPT,videos,puz zle,flow chart,vocabulary words,quiz,posters,lab visit,declaration,debate ,projects |
| IV | Chart making,cutting/drawing , Vocabulary Words,PPT,puzzle,spee c,quiz,competition | Group activity,quiz ,competitions,recitatio n,extempore,video,i magine,PPT,posters,l ab visit | Paper cutting,model making,assignm ent,sticks material based,chart making,PPT, video,quiz,comp etition,projects,v ocabulary words,flow chart,puzzles,ma ze,problem solving analysis,recaps nature associated activity with topic | Model making from waste material,experime nts,garden visit,PPT/toys,pla w way activity,projects,gr oup discussion,quiz | Chart making,maps,colourin g,pictures,A/V,plaw way activity,assignments ,key words |

| | | | | | |
|----|---|---|--|--|---|
| V | Model making, posters, assignment, playway method, boggle board, reading, quiz, competition | Charts, videos, PPT, group discussion, quiz, role play, explore, speech, poem recitation, debate, projects G.D., vocabulary words | Model making, assignment, chart making, PPT, video, quiz, competition, projects, vocabulary words, flow chart, maze, problem solving analysis, recaps nature associated activity with topic, visit | Specimen showing, model making, experiments, survey, projects, debate, portfolio | Chart making, maps, model, video, PPT's, group discussion, flow chart, assignments, keywords |
| VI | Enactment by students, vocabulary, development of story, real life object, make sentences | Chart making, videos/PPT, playway method, assignments, reading, group discussion, quiz, assignment, flow chart, vocabulary words, lab visit, model making, speech, projects | Chart making, model making, PPT, assignment, quiz, projects | Group discussion, playway activity, portfolio, ICT, PPT, competition, survey | Maps, models, reading, charts (flow charts) PPT video, quiz, group discussion, portfolio, social places |

| | | | | | |
|------|--|--|---|--|--|
| VII | Group discussion,quiz, toys,puzzles,vocabulary words,recitation,chart making,PPT video | Cutting,posters,field visit,real life scene,role play,innovative method, reassessment,debate,competitions,portfolio,reading/project,PP,speech,quiz,chart making | Model making,cutting,flow chart,recaps,group discussion,quiz | Specimen showing,role play,video,flow chart,model making,field visit,survey,group discussion/recap | PPT,video,A. V.aids.model making,charts,flow charts,field visit.portfolio,group discussion,debate |
| VIII | Speech,quiz,enactment of students,vocabulary words survey,debate,assignment recap,feedback | topic,debate,stick material based,role play,posters,ICT/PPT/video,social places,flow chart,vocabulary words,assignment,reading,listening,writing,chart making,quiz,speech,projects,group discussion,recaps | Chart making,model making,PPT videos,quiz,projects | Posters,competitions,videos,assignment,specimen showing,model making | Charts,A. V. aids,model making,maps,nature associated activity with topic,ICT,PPT,video,real life scene/role,flow charts,group discussion,field visit,social places,debate,portfolio |
| IX | Roleplay,poster, enactment by listening instruction,PPT-English movies,songs, assignment,vocabulary,field visit real life scene,speech,debate,create your own poem,portfolio | ICT/PPT/video,competitions,quiz, field visit,real life scene,role play,colouring,play way method/activity,speech,debate,survey,group discussion,chart making,nature associated activity,assignment,vocabulary words,projects,listening,recaps,flow chart,reading,writing | Sticks material based,posters,videos,assignment,flow chart,quiz,projects | Microscopy,field visit,posters,problem solving analysis,survey,quiz,competition | PPT, video,A?V aids,charts, maps,model making,method innovative,group discussion,debate, discussion,declaration,field visit,portfolio, assignments |
| X | Debate,speech, draw figure by listening instruction, reassessment,feedback,PPT-video,vocabulary,quiz,group discussion,reader,portfolio | ICT/PPT/video,competitions,quiz, field visit,real life scene,role play,colouring,play way method/activity,speech,debate,survey,group discussion,chart making,nature associated activity,assignment,vocabulary words,projects,listening | Chart making,model making,PPT,quiz,assignment,flow chart,group discussion | Model making,chart making,projects,PPT,competitions,experiment,flow chart,group discussion | |

| | | | | | |
|-----|--|--|---|--|--|
| | | ,recaps,flow chart,reading,writing | | | |
| XI | Enactment of advertisement, posters, nature associated activities with subject or topic, ICT, PPT, video, speech, debate, assignment, recap, problem solving analysis, survey and report writing, group discussion, literary devices | ICT/PPT/video, competitions, quiz, field visit, real life scene, role play, colouring, play way method/activity, speech, debate, survey, group discussion, chart making, nature associated activity, assignment, vocabulary words, projects, listening, recaps, flow chart, reading, writing | Assignment, flow chart, posters, PPT, quiz, Projects | Flow chart, group discussion, portfolio, survey, PPT, specimen, assignment, quiz | |
| XII | Enactment of advertisement, posters, nature associated activities with subject or topic, ICT recap, feedback, reassessment, literary devices, competition, debate, speech, field visit, survey and report writing | | Model making, posters, PPT, assignments, quiz, projects | Flow chart, group discussion, portfolio, survey, PPT, specimen, assignment, quiz | |

STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

| Student Needs Assessment Mechanism | No of Students Identified for Remedial Class | No of Students Identified for Enrichment Class |
|---|--|--|
| CLASSROOM OBSERVATION,SUBJECT TEACHER FEEDBACK,EVALUATION AND ASSESSMENT. | 10-15 PER CLASS@ OF 40 | 10-15 PER CLASS@ OF 40 |
| | | |

Classroom Observation Schedule

| Classroom Observation Schedule | Frequency | Done By | Findings |
|--|-------------|-----------------------------|---|
| DAILY BASIS SUBJECT & SKILL SPECIFIC | DAILY | PRINCIPAL,CO-ORDINATORS,HOD | ON GOING LESSONS,CONTENT DELIVERY, USE OF RESOURCE ACTIVITY,INVOLMENT OF STUDENTS,LEARNING OUTCOMES,SCOPES OF IMROVEMENT, FEEDBACK AND REVIEW. |
| FORTNIGHTLY RANDOM | FORTNIGHTLY | HOD | SUBJECT SPECIFIC ON GOING LESSONS,CONTENT DELIVERY, USE OF RESOURCE ACTIVITY,INVOLVEMENT OF STUDENTS,LEARNING OUTCOMES,SCOPES OF IMROVEMENT, FEEDBACK AND REVIEW. |
| ASSESSMENT SHEETS, EVALUATION SHEETS, ASSIGNMENTS, H.W | MONTHLY | PRINCIPAL,PPC COMMITTEE, | TO REVIEW THE PROGRESS OF CONCEPTS LEARNING AND DEVELOPMENT, MEHODOLOGY OF EVALUATION AND FEEDBACK. |

TEACHER DEVELOPMENT PLAN

Teacher Needs Assessment & Training

| TNA Activity | Method | Executed Date | Outcome |
|--|---|--|---|
| WORKSHOP, SEMINARS, G.D, VISITS TO OTHER INSTITUTES, PROFESSIONAL; GROWTH OPPORTUNITIES. | PRINCIPAL ORIENTATION SECTION WISE, SUBJECT WISE, WITH EXPERTS/HOD'S, WITH RESOURCE PERSON. | 25-26 MARCH ON EVERY SECOND SATURDAYS SEPTEMBER 30 TH | <ul style="list-style-type: none"> • COLLABORATIVE LEARNING • ENHANCEMENT OF PROFESSIONAL COMPETENCY • BUILDING OF LEARNING AND TEACHING STRUCTURE. • DEVELOPMENT OF PERFORMANCE CULTURE. • SUBJECT ENRICHMENT • RESOURCE DEVELOPMENT • IDENTIFICATION OF AREAS FOR FURTHER IMPROVEMENT. |
| | | | |

Teacher Training Schedule

| Teacher Training Topic/Activity | Proposed Date/Week /Month | Target Group | Learning Outcome |
|--|--------------------------------|-------------------------------------|---|
| VISION AND MISSION OF EDUCATION AND INSTITUTION ORIENTATION PROGRAMME | MID MARCH | WHOLE SCHOOL STAFF | SENSITIZATION OF PURPOSE OF TEACHING AND LEARNING AND VISION AND MISSION OF EDUCATION AND INSTITUTION ORIENTATION . |
| PEDAGOGICAL PLANNER DISCUSSION ORIENTATION | MID MARCH ,END MARCH | WHOLE SCHOOL STAFF AND SECTION WISE | RECOGNITION AND UNDERSTANDING OF PP ITS OPERATIONS AND OBJECTIVES. |
| DEVELOPMENT OF SYLLABUS, SUBJECT WISE, SECTION -WISE | END MARCH | WHOLE SCHOOL STAFF AND SECTION WISE | TO FRAME THE SYLLABUS TO ACHIEVE THE TARGET THROUGH MODES AND MEANS. |
| DISCUSSION OF SYLLABUS, RESOURCES, METHODOLOGY, TEACHING LEARNING ACTIVITIES | APRIL FIRST WEEK | SUBJECT WISE, SECTION WISE STAFF. | TO REVIEW AND FINALISE THE SYLLABUS METHODOLOGY, TEACHING LEARNING ACTIVITIES WITH RESOURCES. |
| TEACHING METHODOLOGIES | SECOND SATURDAY OF EVERY MONTH | SUBJECT WISE, SECTION WISE STAFF. | TO REVIEW AND FINALISE THE METHODOLOGY, TEACHING LEARNING ACTIVITIES WITH RESOURCES |
| PTA REVIEW MEETINGS | EVERY SECOND SATURDAY | WHOLE STAFF | TO GET THE FEEDBACK FROM PARENTS ON PP AND OTHERS. |

| | | | |
|----------------|-----------------------------|-----------------------------|--|
| TERM END MEETS | SEPTEMBER END AND MARCH END | SECTION WISE, WHOLE SCHOOL. | TO REVIEW THE PP AND GENERATE FEDBACK. |
| ICT TRAINING | TWICE A YEAR | SECTION WISE, WHOLE SCHOOL. | TO ENHANCE ICT SKILLS. |

WELLNESS ACTIVITES

Name of the activities planned for Well-being of pupils

| Month/Week/Date | Type of Activity | Objective/s | Target Group |
|-----------------|---|--|--|
| MONTH WISE | HEALTH CLUB | TO SENSITIZE REGARDING HEALTH AND WELL BEING | FROM 6-19 YEARS |
| WEEK WISE | SEMINAR ON HEALTH <ul style="list-style-type: none"> • FOOD • HYGIENE • BMI | TO SENSITIZE REGARDING HEALTHY FOOD AND NUTRITIONAL VALUE | FROM 6-19 YEARS |
| TERM WISE | HEALTH CHECKUP <ul style="list-style-type: none"> • EYES • DENTURE • HEIGHT/WEIGHT • OTHERS | TO MEASURE THE HEALTH STATUS | FROM 6-19 YEARS |
| TERM WISE | WORKSHOPS BY EXPERTS <ul style="list-style-type: none"> • DIETICIAN • PHYCIAN • FIRST-AID | TO SENSITIZE REGARDING HEALTH AND WELL BEING | FROM 6-19 YEARS |
| SPECIAL DRIVES | COMMUNITY FEAST GATHERING | TO INVOLVE COMMUNITY | FROM 6-19 YEARS AND ALL OTHER AGE GROUPS |
| TERM WISE | CO OPERATE HOUSE VISITS MEDIA VISITS COMMERVIAL HOUSES, FACTORIES, OUTLETS, HISTORI CAL PALCES ETC | TO ATTAIN ACADEMIC OBJECTIVES TO GIVE EXPERIENCE OF PROFESSIONAL LIFE AND CARRIESRS. | FROM 6-19 YEARS |

COMMUNITY OUTREACH

Name of the community activities planned

| Month/Week/Date | Activity/Project | Objective/s | No. of students | Class(es) |
|-----------------|--|-------------|-----------------|-----------|
| | Visit to Oldage homes | | | |
| | Path | | | |
| | Visit to fairs and malls | | | |
| | Visit to Temples, Gurudwara, Church, Mosque | | | |
| | Labour Day celebration | | | |
| | Donation during natural calamities | | | |
| | Rallies of Swatch Bharat street shows, Rallies, March, Candle light march for condolence Over national archies | | | |
| | Diwali Mela | | | |
| | Donation Camp | | | |
| | Tree Plantation in adapted areas near by Colonies, Temples, Gurudwaras | | | |
| | Christmas Carnival | | | |

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

| Stakeholders | Methods of Communication | Ways of Involvement | Activities Planned |
|---------------------------|--|---|--|
| Parents | Orientation, Discussion, Feedback, Suggestions PTA (2 Parent of each class) Direct communication with Principal, Teachers and Management | | Orientation Meetings, Workshop, Social Events |
| Teaching Staff | Meeting Orientation, Workshops, Appraisals, Discussion | 10% Practicals in all activities with Feedback, Suggestions | Meeting Orientation, Workshops, Appraisals, Discussion |
| Other Staff | Written Notice Pre scholars, Presentation Circulars | | |
| School Managing Committee | Telephonic, What's App or E-mails, Letters, Minutes of meetings record | Meetings, Group Discussion, Chapter Plan, SDP | Providing Over Function Celebration and Events |
| Board | Emails, Compliance of activities and circulars | Participation, Discription Of information to stakeholders | Training program follow up |
| Media | Letters of reports of activities, Event, Coverage | | |

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

| | |
|------------------------------|--|
| <p>Annual Goals</p> | <p>To do best education or achieve originated goals. To meet school Development plan targets. To serve leteter for betterment of skateholders in the field of scholastic and Co-scholastic</p> |
| <p>Strategies</p> | <p>To improve infrastructured facilities to enhance learning. To reduce work and save energy To make work in accuracy of education planned, Structured programmes Via calenders Like SCD, Academic Plan, Committies, Meetings, Academic activities.</p> |
| <p>Long Term Goal</p> | <p>To improve academic standard To enhance scholastic as well as co-scholastic skills To sensitize towards Global, National community, family and self environment, heritage, health , hygiene and values</p> |
| <p>Strategies</p> | <p>Constant endeavor to improve functioning and infrastructure. Proper strategy of selective ideas involvement with feedback. School development plan Managing and evaluation activities of Accounts, Academics and administration.</p> |

6. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

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

| Classes → Date/Month ↓ | Classes Visited | Findings/Feedback | Areas of Improvement | Plan of Action/ Recommendations |
|---------------------------------|---|--|---|--|
| I-X WEEKLY EVERY MONTH | 5 TO 10 VISITS @ PER MONTH BY PRINCIPAL, CO -ORDINATORS, HOD'S | OBSERVATION OF CLASS ENVIRONMENT, CLASS ROOM MANAGEMENT, TEACHING COMPETENCIES, LEAR NING OUR COMES, IMPLEMENTATION OF PP RECORDS. | SEA ACTIVITIES, PLANNING AND MODULATION FOR UNDERPERFOR MERS, PLANNING AND MODULATION FOR HIGH PERFORMERS, REVIEW OF ACTIVITIES AND OBJECTIVES AS PER PP VIA MEETINGS, PLA NNING AND EXECUTION. | IMPLEMENTATION AND MODULATION IN PP AS PER FINDINGS, REVIEW AND SUGGESTIONS. |



Guidelines for Implementation of the Plan

- Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- Develop content related to art, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT teachers.
- Ensure dissemination of plan to all teachers and all concerned by June every year.
- Ensure proper implementation of this plan.
- Monitor the progress at least on a monthly basis.
- Reach out to the Board for any training needs.
- Maintain records of the preparation of the plan, and the progress in the implementation.

| WHOLE SCHOOL RUBRIC | | | | | |
|--|---|--|--|---|---|
| ELEMENTS | | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| TEACHING & LEARNING | Personalized Learning | 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 the majority of teachers. Most teachers have developed and implemented practices that put students at the centre 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 | 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 particular 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. |
| | Assessment | 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. Evidenced-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 learning and welfare are managed separately. | Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning. | Flexible organisational 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 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 reorganised 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. | |
| | Professional learning focuses on individual teacher needs rather than agreed school priorities and processes. | 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 grouping teachers accordingly. | The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation | |
| 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. | |