



# SESSION 2022-23

# SHALOM HILLS INTERNATIONAL SCHOOL



## ANNUAL PEDAGOGICAL PLAN 2022-23

## 1. SCHOOL INFORMATION

1.1	NAME OF THE SCHOOL	SHALOM HILLS INTERNATIONAL SCHOOL
	COMPLETE ADDRESS	BLOCK C SUSHANT LOK PHASE 1 GURUGRAM
	PHONE NO.	124-4046471, 4116475, 4275820
	WEBSITE	www.shalomhills.com
1.2	Name of the Principal/HOS	Ms. Ruchi Bhatia
1.3	Contact No.	7838200930
1.4	Email ID	principal@shalomhills.com
1.5 SCHOOL DETAILS		
Year of Affiliation - 2006		
Affiliation No- 50693		
School Code - 40671		
UDISE NO.- 016180107344		
Type of the school -		Senior Secondary
Boys /Girls/Co Education -		Co Education
Day School/ Day Boarding/ Residential -		Day School

**AREAS OF STRENGTH:** Student Centric School, Open Door Policy, Collaborative learning, Positive relationship with stakeholders, capacity building of our children, 360-degree analysis for holistic growth to enable them to explore the world of the future, where problem solving, evaluating, collaborating with teams, communicating, creating and innovating are the valued concepts. They strengthen our students to be prepared for stepping into the outer world with confidence and conviction.

### **AREAS OF DEVELOPMENT**

- First target would be to bridge the learning losses which are likely to show up differently across grades. The focus will be to provide supportive school environment and strong teacher student connect to recover from learning losses occurred during Covid phase of two years.
- Participation of the children in sports will be enhanced.
- Skill subjects will be introduced in grade VI- VIII. Pilot project already done at the end of the session 2021-22.
- Focus on MUN
- TEDx SHALOM to be rolled out.

- No. of Students: 2708; 363 (Pre-Primary) 1164 (Primary), 614 (Middle) 567 (Senior) Total 2708
- Boys: 1484 Girls: 1224
- No. of Divyang (with special needs) students: 8 (I-V) + 8 (VI - XII)
- No. of students in Day school :2708, Day boarding: NIL, Boarding: NIL
- Location Type: Urban / Rural /Hilly Area: Urban
- Is the school a minority school? YES.
- School quality Accreditation Details (If any) = ISA Accreditation by British Council

## 1.1 NUMBER OF STUDENTS ON ROLE (CLASS WISE)

CLASS	PRE PRIMARY	I	II	III	IV	V	VI	VII	VIII
NO. OF SECTIONS	9	7	8	8	9	8	7	7	7
STUDENTS ON ROLL	363	206	229	221	272	236	213	200	201

## CLASS / STREAM WISE NUMBER OF STUDENTS

CLASS	IX	X	XI	XII	SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
NO. OF SECTIONS	6	5	4	5	2	2	1	-
STUDENTS ON ROLL	180	152	104	131	62	44	30	-

### **PASS PERCENTAGE DURING THE LAST ACADEMIC SESSION (2021-22)**

<b>CLASS</b>	<b>NO. OF STUDENTS APPEARED</b>	<b>NO. OF STUDENTS PASSED</b>	<b>PASS PERCENTAGE</b>
<b>PRE -PRIMARY</b>	<b>277</b>	<b>277</b>	<b>100%</b>
<b>CLASS I</b>	<b>229</b>	<b>229</b>	<b>100%</b>
<b>CLASS II</b>	<b>240</b>	<b>240</b>	<b>100%</b>
<b>CLASS III</b>	<b>291</b>	<b>291</b>	<b>100%</b>
<b>CLASS IV</b>	<b>250</b>	<b>250</b>	<b>100%</b>
<b>CLASS V</b>	<b>252</b>	<b>252</b>	<b>100%</b>
<b>CLASS VI</b>	<b>240</b>	<b>240</b>	<b>100%</b>
<b>CLASS VII</b>	<b>215</b>	<b>215</b>	<b>100%</b>
<b>CLASS VIII</b>	<b>172</b>	<b>172</b>	<b>100%</b>
<b>CLASS IX</b>	<b>148</b>	<b>148</b>	<b>100%</b>
<b>CLASS X</b>	<b>150</b>	<b>150</b>	<b>100%</b>
<b>CLASS XI</b>	<b>135</b>	<b>135</b>	<b>100%</b>
<b>CLASS XII</b>	<b>122</b>	<b>122</b>	<b>100%</b>

## BOARD EXAMINATION AT A GLANCE 2020-21

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE	NO. OF STUDENTS MARKS BETWEEN 90% TO 100%	NO. OF STUDENTS MARKS BETWEEN 80% TO 89%	NO. OF STUDENTS MARKS BETWEEN 60% TO 79%	NO. OF STUDENTS MARKS BETWEEN 55% TO 60%
XII	122	122	100%	45	49	28	-
X	150	150	100%	52	49	47	2

## BOARD EXAMINATION AT A GLANCE 2021-22

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE	NO. OF STUDENTS MARKS BETWEEN 90% TO 100%	NO. OF STUDENTS MARKS BETWEEN 80% TO 89%	NO. OF STUDENTS MARKS BETWEEN 60% TO 79%	NO. OF STUDENTS MARKS BETWEEN 55% TO 60%
XII	135	135	100%	39	45	49	2
X	136	136	100%	30	55	48	3

## 1.2 OVERALL PERFORMANCE OF THE ACADEMIC SESSION: 2020-21

CLASS X	CLASS XII
Sanvi Nowal – 495	<b>SCIENCE STREAM</b> Mohak Sharma -483 Aastha Mantri - 479 Bhavya Vashist – 479 Kushagra Mishra- 474
Aishvika Gupta – 491	<b>COMMERCE STREAM</b> Rakshit Rajwani -484 Sanchit Gupta -479 Vatsal Loomba -478
Apurva Kalra- 490	<b>HUMANITIES</b> Sahar Bhatt -487 Shivanjali Jasrotia- 483 Adway Kalra- 478 Palak Rhodes -478

## OVERALL PERFORMANCE OF THE ACADEMIC SESSION: 2021-22

CLASS TOPPERS WITH PERCENTAGE (X)	STREAMWISE TOPPER WITH PERCENTAGE (XII)
<ul style="list-style-type: none"> <li>• Vidhi Narang – 98%</li> <li>• Shreya Vasani – 97.4%</li> <li>• Yashveer Singh Tomar – 97.4%</li> <li>• Bhavika Garg – 96.2%</li> </ul>	SCIENCE STREAM
	• A Mohamed Ferhan – 97%
	COMMERCE STREAM
	• Vanshika Yadav – 98.2%
	HUMANITIES STREAM
	• Riya Yadav 96.2%

### 1.3 KEY STRENGTHS OF THE SCHOOL

- ❖ Student Centric Education – Conducive Learning Environment
- ❖ Achieving Academic Excellence, Smart Classrooms, Scholastic and Co scholastic, Holistic Education, Enhancement of metacognitive skills
- ❖ Inclusive education, collaborative Learning, Diagnostic Measures
- ❖ Inculcating the environment and ecological consciousness, Educational trips(subject to conditions)
- ❖ Enhancing Digital information and technology, MI Lab, Step ahead programme
- ❖ Skilled, Empowered and Supportive faculty
- ❖ Collaborative and Team work, Remedial PTMs
- ❖ Annual Progression, Every day Almanac Communication, Communication Feedback, Parent Volunteer Program
- ❖ Regular Morning Assembly, Swachh Bharat Abhiyan Project, Physical Sports and Safety
- ❖ Multiple Intelligence based activities, Language learning programmes through Drama and theatre, Shalom on Rise, Formation of Student's Council
- ❖ Reading Enhancement project, Green School Movement, Green School Programmes
- ❖ Dynasty competitions, Special assemblies, Annual Sports Meet, Annual Day Excursions
- ❖ Author's Meet, Field Trips, Festive Celebrations, International Day Celebrations
- ❖ Encoding Physical Education and Health, Sports Enrichment Programme
- ❖ Sports for Parent Engagement
- ❖ Life Skills Inculcation, Wellness education, Prevention Education
- ❖ School Portal, Social visits and Community Outreach Programmes
- ❖ Strong leadership
- ❖ Safe and warm learning environment, Child handing over Safety Policy, Bus audits, electronic devices to enhance safety, Security in Campus

- ❖ State of the art equipment and facilities,
- ❖ Achievements at National and International Sports Tournaments
- ❖ Aptitude Tests (MAT & SAT) in Primary Wing
- ❖ Progressive approach towards Innovation and Invention
- ❖ Actionable Feedback to the parents
- ❖ Motivational Workshops, Annual Inter School Debates
- ❖ Eco rally and Green Drives, Shalom Insights
- ❖ Budding Talents
- ❖ The British Council International Activities, Open House, Dynasty Ethos
- ❖ Feedback, Parents Volunteer Assembly Programmes/ Celebrations, Parental Academic Interface
- ❖ Teacher Empowerment, Teachers Records, Teachers Workshop, Micro Teaching
- ❖ Monthly Presentation, Analysis and documentation of learning
- ❖ Vishakha Committee, Internal Committee for Staff Safety, Personal Safety
- ❖ Disaster Management
- ❖ Joy of Giving
- ❖ Parent Orientation Programmes
- ❖ International Leadership Exposure
- ❖ Literary Experience
- ❖ Parent Teacher Association
- ❖ Reliable Support staff
- ❖ Online and Hybrid Model of School
- ❖ Blended Learning

## STAFF DETAILS

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

GROUP	REGULAR	PART - TIME
PRE-PRIMARY	25	
PRIMARY	52	
MIDDLE & SENIOR SEC.	64	
SUPERVISORY HEADS	4	
SPECIAL EDUCATORS	1	
PETs	6	
LIBRARIAN	2	
MUSIC TEACHERS	2	
DANCE TEACHERS	2	
ART &CRAFT TEACHERS	6	
COUNSELORS	2	
OTHERS (IF ANY) Lab, Library, Exam	-	
ADMIN	13	
<b>TOTAL</b>	<b>179</b>	

## 1.6 ALUMNI DETAILS

(a) Admissions in Professional courses in the Current Academic Session:

(b) Number of students appeared in Class XII Examination -136

Higher Education	No. of Students
B. Tech	20 (NIT, IIT, Deemed)
NIFT	5
B. SC	15
BBA/ BCA	20
DU (Honors Courses)	15
Medicine	1
Law	1
Foreign Universities	10

## B) ACHIEVEMENTS / PLACEMENTS

1. Bhushan Yadav- SI Delhi Police
2. Anjali Kapoor- Baker- registered Cloud Kitchen- Humming Bowl- worked with Oberoi group of hotels.
3. Anshul Bansal-Advocate High Court Allahabad

4. Anamika Gupta- Pursuing MBBS
5. Divyansh Sinha- Pursuing BDS
6. Adit Arora- Pursued Hotel Management, Travel & Tourism- Oberoi's Mumbai. Own's business
7. Suyash Pathak- Working in Infosys, B-tech- CS
8. Pearl Pullan- Cracked IIT-JEE, Pursued B.Tech (Electronics & Communication)- Indira Gandhi Delhi Technical, University for women. Employed in Erikson
9. Abdus Hashmay- Studied Mechanical Engineering- NIT, Warangali. Aviation Intern at GE
10. Devashish Kuhad- MBBS,final year, Himalayan Institute of Medical Sciences, Dehradun
11. Priya Singh- MBBS Third year College Name: MAPIMS Kanchipuram, Tamilnadu
13. IIT BHU- V.Yash
12. IIT Roorkee - Keneth Lobo
13. IIT BHU - Kushagra Mishra
14. IIT Kanpur - Ria Pattnai

## 2. PEDAGOGICAL PLANNING COMMITTEE (2022-23)

NAME	DESIGNATION	ROLE IN P.C.	AGENDA
<ul style="list-style-type: none"> <li>● Ms. RUCHI BHATIA</li> <li>● Ms. ANITA BHUTANI</li> <li>● Ms. SWASTIKA ACHARYA</li> <li>● Ms. ALKA PRAKASH ARORA</li> </ul>	<ul style="list-style-type: none"> <li>● PRINCIPAL</li> <li>● HEAD MISTRESS (Sr. WING)</li> <li>● VICE PRINCIPAL (Pr. WING)</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor</li> <li>● Planning Framework</li> <li>● Planning Framework</li> <li>● Planning Framework</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>Planning for the session</li> <li>Annual Calendar</li> <li>Curriculum - Mapped with NCF and NEP guidelines</li> </ul>

<ul style="list-style-type: none"> <li>● Ms. KAVITA BHARDWAJ (ENGLISH)</li> <li>● Ms. LALITA YADAV (HINDI &amp; SANSKRIT)</li> <li>● Ms. VIMALA JOSSY (SCIENCE)</li> <li>● Ms. LOPAMUDRA MISHRA (SOCIAL SCIENCE)</li> <li>● Mr. LALIT GUPTA (FRENCH)</li> <li>● Ms. SARIKA ANEJA (COMPUTER SCIENCE)</li> <li>● Ms. ANANDITA SINGH (COMMERCE)</li> <li>● Mr. AMIT NEGI (PHYSICAL EDUCATION)</li> <li>● Mr. QUADRI (ART &amp; CRAFT)</li> <li>● Ms. BHUPINDER KAUR (HEALTH &amp; WELLNESS)</li> </ul>	<ul style="list-style-type: none"> <li>● COORDINATOR SR. WING</li> <li>● H.O.D s</li> </ul>	<ul style="list-style-type: none"> <li>● Planning Framework</li> <li>● Execution &amp; Action</li> </ul>	<p>Art Integration in curriculum, Hands on learning, Experiential, Online and E-Resources, Virtual Exam, Classes, PTMs</p> <p>Skill subjects - Coding, Design Thinking, Artificial Intelligence, Gardening, Data Science</p> <p>Inter-School, Zonal, District, State, National and International Level competitions and Achievements</p> <p>Sports events and Competitions</p> <p>Important days and festivals</p> <p>Decorum of School</p>
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			<p><b>School policies</b></p> <p><b>School's Fee</b></p> <p><b>Mental and Emotional well being of the students and parents</b></p> <p><b>Webinars and Workshops</b></p> <p><b>Added qualifications and professional development certification of the staff</b></p> <p><b>Teaching-Learning practices, methodology and pedagogy</b></p>
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## 2.1 VISION, MISSION, VALUES, FOCUS/PEDAGOGICAL APPROACH

### VISION STATEMENT

**To enlighten and Empower each child with the flame of knowledge, virtues and ethical behavior**

### MISSION STATEMENT

**To create a caring environment with a stimulating and comprehensive programme to foster, nurture and secure the socio emotional, physical, intellectual, spiritual development of each child and endowing them with patriotic feeling and civic minded spirit.**

We strongly believe in the integrity of each individual. Each student we possess is unique and his/ her dignity is honored. Shalom Hills puts every effort to boost each student to take up the challenges of life, plays a responsible role in the society, maintains harmony with the environment and its valuable resources, respects parents, teachers & every senior citizen in the community. We also ensure that each child learns to conserve our culture & heritage upholding the responsibilities as a cultured citizen of the country.

### OUR VALUES

**S - SINCERITY**

**H - HONESTY & HUMILITY**

**A - ADAPTABILITY**

**L - LOYALTY**

**O - ORIGINALITY**

**M - MODESTY**

### **OUR FOCUS**

The mission of our institution is to provide excellent educational experiences for their holistic development. We believe in inculcating tolerance, patience and respect in each student for everyone in the society. The positive environment and culture in the school strengthens the functioning of the entire Shalom Family. Our diligent and hardworking faculty members are committed to march forward working with each child as an individual, ensuring personalized care and focusing on their specific needs. A strong emphasis is put on the upliftment of the literacy and numerical abilities including special induction of ICT practices. The results obtained by our students provide the evidence for the commitment of our hard-working staff members. A broad range of specialized programs are also included under Co-scholastic curriculum viz. Physical Education, Visual arts, library usage. Apart from this learning of additional languages like Sanskrit and French is also provided.

The school management is always on the toes to think and plan something new, innovative, interesting and enhance the learning process of our students.

### **OUR PEDAGOGICAL APPROACH**

At SHIS, Gurugram, it is ensured that each student's learning is achieved at the point of their need and they are encouraged in co-constructing their individual learning pathway. We, as an organization, pride ourselves on knowing our students as individuals and as learners. The specific knowledge, strength, interests of our students are utilized to develop the evidence of learning to create relevant and meaningful learning engagements.

Regular feedback is provided by our efficient faculty about the progress of the students. They are self-reflective and to update their points and doubts, on a regular basis one on one discussion is also provided. The students rectify their errors, refine their capabilities, extend their learning horizons and shine out as polished learners. Here teachers act as facilitators, helping the students to understand the components of the curriculum, refining their language commands and enhancing their numerical capabilities. It's conducted in such a manner that each student is able to understand.

The teachers at SHIS work in a collaboration to develop and implement an enquiry driven curriculum. It ensures that there is active learning practice. To enhance and promote the team work among the students, grouping is flexible so that the students learn to work in a coordinated manner.

A congenial and respectful relationship is maintained amongst the staff members promoting them to work as SHALOM TEAM. Each staff member is provided with the opportunity to exhibit their skills and extend them to the students providing them opportunity to enhance their capacities through their mentors.

### **TEACHING LEARNING APPROACH**

The teaching- learning process at SHIS, Gurugram is personalized, keeping in mind the needs of each child here. It is accomplished in the following listed manner:

#### **SPECIFIC FEATURES OF CURRICULUM PLANNING**

- Emphasis on the prior knowledge
- Stress on individual interest of the students
- Focus on the individual learning styles
- Identifying the individual interests
- Identification of the capabilities and skills possessed by the students that helps them to uncover their own strengths and also define their future learning goals.
- Students are mentored for the ways to achieve their goals and also to maintain the evidence that they need to produce.
- Flexible methodology and scopes are provided
- Parents are able to track the progress of their wards via parent portals
- Students are able to articulate their learning in conferences including video conferences.
- Teachers are able to understand their students as individuals and not only as students
- Students have the ability to regulate their behaviour, what to do / learn, how to do/learn and also how to present their learning.

## 2.2 ACADEMIC RESOURCES

Robust Curriculum Integrating Art, Sports and Values
E – Learning Opportunities with the help of efficient facilitators
Library – As a resource Centre – Provides access to more books to support learning through print and digital resources
Leadership- Mission and Vision for academic Excellence of each Child
Special educators for CWSN- Creation of special Curriculum and Pedagogy
Smart Classrooms for all classes- Audio visual senses of the students are fruitfully enhanced and it helps students grasp information efficiently.
Physics Lab – Students understand the difference between theory and its application. It helps them improvise their approach towards the subject.
Chemistry Lab-Students get hands on experience by performing various experiments
Bio Lab- Makes learning immersive and exciting
Mathematics Lab – for clear understanding of the abstract concepts. Helps in building interest in the subject and scope of greater individual participation.
Online Educational Resources- Portal like DIKSHA, NISHTHA, Edu. Recourses of NCERT, SHIKSHA VANI

## RESOURCES FOR EXTRA CURRICULAR ACTIVITIES

Basketball Court- to develop concentration, self-discipline, balance and coordination
Football Ground- the game helps in building strength, stamina and speed
Cricket Ground- To develop team spirit, social skills as cooperation, social interaction
Outdoor Play Area- to help children explore, create and discover their interests, to boost physical, social development
Art Room- to stimulate the imagination and observation skills
Sculpture Studio – for self-expression and creativity, dexterity

Music Room- for recreation and artistic expression
Dance Room-- for recreation and artistic expression
Science Park- to facilitate the children to mingle with science in a play way manner
Vegetable Garden- to provide hands on learning and help children immerse in nature

## 2.3 PEDAGOGICAL STRATEGIES

**Class Wise and Subject Wise: Art Integration, Innovative Pedagogies, Co-Scholastic Activities**

All are subsumed in the annual curriculum Planning made subject wise and class wise in the beginning of the session.

**Curriculum Planning (1-V)**

<https://drive.google.com/file/d/13EBPdXX8bREKoEKBY4H-uHbxzD7QRrSI/view?usp=sharing>

**Curriculum Planning (VI-XII)**

[https://drive.google.com/drive/folders/1ggegLLj7Ez3EdwQjCTvCgLsqurwUW8\\_v?usp=sharing](https://drive.google.com/drive/folders/1ggegLLj7Ez3EdwQjCTvCgLsqurwUW8_v?usp=sharing)

## SUBJECTS TAUGHT AT ALL LEVELS

### PRIMARY

CLASS	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
I	ENGLISH	HINDI	MATHS	EVS	COMPUTER SCIENCE
II	ENGLISH	HINDI	MATHS	EVS	COMPUTER SCIENCE

III	ENGLISH	HINDI	MATHS	EVS	COMPUTER SCIENCE
IV	ENGLISH	HINDI	MATHS	EVS	COMPUTER SCIENCE
V	ENGLISH	HINDI	MATHS	EVS	COMPUTER SCIENCE/FRENCH/SANSKRIT

**\*\* LIFE SKILLS, ART, MUSIC, DANCE, P.E, KARATE, SKATING**

### **MIDDLE, SECONDARY AND SENIOR SECONDARY**

<b>CLASS</b>	<b>SUBJECTS OFFERED</b>
<b>VI</b>	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART
<b>VII</b>	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART
<b>VIII</b>	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART
<b>IX</b>	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, IT , FINE ARTS , FRENCH
<b>X</b>	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, IT , FINE ARTS , FRENCH
<b>XI</b>	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, SOCIOLOGY, COMPUTER SCIENCE, INFORMATICS PRACTICES, DATA SCIENCE, PHYSICAL EDU, PAINTING
<b>XII</b>	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY

GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, SOCIOLOGY, COMPUTER SCIENCE, INFORMATICS PRACTICES, PHYSICAL EDU, PAINTING
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## 2.4 CURRICULUM PLANNING AND ITS TRANSACTION

The school has a well conceptualized curriculum based on the following factors:

1. CBSE Guidelines, Recommendations of NCF and NEP 2020
2. Logical Division of Syllabus
3. Pedagogical Practices with each concept
4. Activities for the enhancement of skills
5. Monitoring, Assessment and Evaluation

The SHIS curriculum is meticulously designed for the holistic development of its students. It is ensured that it meets the development of cognitive, affective and psychomotor domains of the learners. The overall flow is defined as below.

### STEPS OF CURRICULUM PLANNING

**Step 1:** Selection of Books/Study material based on thorough research

**Step 2:** Curriculum Blueprint (Curriculum Design Process) vetted by the subject experts/ Annual Curriculum Planning

**Step 3:** Lesson Plans

**Step 4:** Teachers' Diary

**Step 5:** Classroom Activities

### STEP 1: SELECTION OF BOOKS/ STUDY MATERIAL

- HOD along with the team of teachers review the textbooks /study material used in the existing

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year with regard to the quality of the content, implementation, its transaction and relevance.

- Teachers also scrutinize the other textbooks/content for comparison. Based on defined criteria, books/study material is selected by the teachers to be followed in the new academic year.

## STEP 2: CURRICULUM BLUEPRINT

- The Curriculum Blue-Print (CBP) is to be prepared by the Subject teachers depending upon the school calendar.
- Subject Enrichment Activities, Assessment Techniques, Field Trips, Instructional Methods and the number of periods required to achieve the same. (As per the prescribed format)
- CBP to be reviewed by HOD, amendments are to be done which are further reviewed by the academic coordinator and finally validated by the Principal. Subject Teachers prepare curriculum blueprint which has the following format:

Month	Topic/Units	No of periods Required	Learning Outcomes	Subject Enrichment Activities/Field Trips/Multiple Assessments/Art Integration/ E-Resources/ STEAM activities

## STEP 3 – LESSON PLAN

- Detailed lesson plan for a month to be prepared by the teachers
- The lesson plan must include learning objectives, instructional method, Instructional resources like models, video links etc., set induction, method of recapitulation, assignment and details of constructivist approach and the integration

- Teachers to ensure that learning objectives stated in the Curriculum Blueprint are met properly through the lesson plan. The lesson plans should be submitted to the academic coordinator monthly.

#### **STEP 4 – TEACHER’S DIARY**

- Topic wise split-up along with no. of periods/days/ dates for each topic and subtopic is planned in Teacher’s Diary.
- Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment (one for each term) to be recorded in the Teacher’s Diary in the prescribed format.
- Teachers to decide the learning objectives, procedure, criteria for assessment and the relevant rubrics for the same. The Teacher’s Diary should be submitted to the academic coordinator on a weekly basis.

#### **STEP 5 – CLASS ROOM ACTIVITIES / LOG BOOK**

- The record of daily classroom activity, Home Work assigned & follows up to be recorded in the class log book. The log book should be submitted daily to the Academic coordinator and monthly to the Headmistress.

#### **TEACHING STRATEGIES AT A GLANCE**

- Role plays
- Integrated Learning
- Collaborative and Interdisciplinary approach
- Project based learning
- Object Talk/Dramatization
- Presentations/Symposium

- Flip classes
- Teaching through e-content
- Collaboration with “Mind spark” for better Math Learning
- Presentations
- Field Trips
- Art Integration
- Pre and post teaching activities
- Audio visual aids
- MI based pedagogy

## OBJECTIVES OF ASSESSMENT

- To identify the children's learning needs.
- To help the teachers develop educational programs for the children.
- To indicate which specific educational objectives, have or have not been achieved.
- To serve as continuous evaluation.

## 2.5 - STUDENTS DEVELOPMENT PLAN

STUDENTS' NEED ASSESSMENT MECHANISM	NO. OF STUDENTS IDENTIFIED FOR REMEDIAL CLASSES	NO. OF STUDENTS IDENTIFIED FOR ENRICHMENT CLASS
<b><u>Regular Tests</u></b> Unit Tests, Half Yearly Exams, Annual Exams, online open Exams to gauge the level of understanding	Class III – 2 Class IV – 34 Class V – 31 Class VI - 16 Class VII-18 Class VIII-18 Class IX - 13	

	Class X -19 Class XI-09 Class XII- 26	
<b><u>Specialized Tests</u></b> NTSE , SAT		

### CLASSROOM OBSERVATION SCHEDULE

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Routine observations	Regular Basis	Coordinator Sr. (Daily) Headmistress (Weekly) Principal (Quarterly)	Teachers were observed completing the planned syllabus during regular observation
Specific Observations	Yearly Basis	Specialists appointed by Child Education Society as per the directives received from CBSE.	All teachers are found to be subject proficient. However, certain insights were imparted while class observation into methods of delivering class lectures to be more interesting and effective.

## 2.6 TEACHER DEVELOPMENT PLAN

### Teachers' Need Assessment and Training

TNA	METHOD	OUTCOME
Questionnaire	SWAT (Strength and Weakness analysis)	Analysis of personal obstacle or issues that may hinder the development of a teacher
Brainstorming	One teacher should be chosen to do the writing work while other should be encouraged to openly state their difficulties in different area of job performances	Analysis of the problems which a teacher faces in classroom and common problems can be jotted down and a procedure can be drawn for the improvement
Identify what professional skills you already have and those you need to work upon	Identify professional skills that are desirable for your career. Recognizing your current strengths and abilities is important so that you can clearly understand what you are lacking that might be holding you back. An appropriate training programme by experts in this field will help achieve the goal.	Improved performance by the teacher. A suitable development program brings all teachers to a higher and common platform as they all get equipped with similar skills and knowledge.

## 2.7 LIST OF WORKSHOPS ATTENDED BY THE TEACHERS

### LINK

<https://docs.google.com/spreadsheets/d/12kwrxFvbfHpEtW9bbGHEy0xD0odTgdy/edit?usp=sharing&ouid=116077814899371234776&rtpof=true&sd=true>

## 2.8 COLLABORATIVE ACTIVITIES

- Educational Exchange Prog
- HUBS of Learning Activities among all the member School

## 2.9 WELLNESS ACTIVITIES CLASSES (1-V)

**Name of the activities planned for Well-being of the students**

S.NO	MONTH	NAME OF THE WORKSHOP
1	April	1)Workshop on Positive Attitude - For teachers I to V 2) Ethics, Values and Respect – For students Class I to V (During Life Skill Class)
2	May	1) Wisdom, Leadership and team work- For teachers I to V 2) “Bullying” – For students Class I to V (During Life Skill Class)
3	June	1)Positive Thinking and Creativity - For teachers I to V 2)Developing Self-confidence - For students Class I to V (During Life Skill Class)
4	July	1)Identifying children with Learning Problems - For teachers I to V

		2) How to improve Listening Skills– For students Class I to V (During Life Skill Class)
5	August	1) Good health for better living (physical, mental and emotional) - For teachers I to V 2) Self - control– For students Class I to V (During Life Skill Class)
6	September	1) Being a firm, friendly and approachable teacher - For teachers I to V 2) Spending Leisure Time, wisely– For students Class I to V (During Life Skill Class)
7	October	1) Conflict management - For teachers I to V 2) Puberty Workshop for class IV and V girls.
8	November	1) Teaching with an essence of spirituality- For teachers I to V 2) Effective Study habits– For students Class I to V (During Life Skill Class)
9	December	1) Cultivating a new culture of teaching and learning- For teachers I to V 2) Self- motivation - For students Class I to V (During Life Skill Class)
10	January'2022	1) Class Management - For teachers I to V 2) Cyber Safety - For students Class I to V (During Life Skill Class)
11	February'2022	1) Positive Motivation- For teachers I to V 2) Importance of Moral Values- For students Class I to V (During Life Skill Class)

## WELLNESS ACTIVITIES (VI - XII)

S.NO	CLASS	DATE	NAME OF THE COMPANY/WORKSHOP
1	XII	25.05.22	Career Counselling- Pratham
2	VI	25.07.22	Workshop on Puberty- Health & Hygiene
3	X	28.07.22	Career Counseling- Pratham
4	X	20.09.22	North Cap University, Career Guidance
5	XI & XII	21.09.22	Global Career Fair- Uniwizard
6	XII	4.11.22	October/November- North Cap University
7	IX-X, CWSN	27.09.22	Vocational Career Guidance
8	With teachers (I-X)	17.09.22	Identifying Special Needs Children-SLD, ADHD, ADD (With teachers- In house- special educator
9	VI	24th-31 <sup>st</sup> Aug	Examination Skills- Senior Counsellor
10	VI-VIII	19-30 <sup>th</sup> Sep	Say No to Bullying (Senior Counsellor)
11	With Non-Teaching Staff	14 <sup>th</sup> May	Webinar on Project CACA
12	SHIS faculty	19 <sup>th</sup> & 21 <sup>st</sup> May	Aims for behavior modification in teenagers to make classrooms happy (Done)
13	SHIS faculty	16.04.22	Webinar on Children Safety & Wellbeing

14	Lady Guards/Housekeeping staff	30.04.22	Children safety & Wellbeing
15	VI-VIII	October	How to resist peer pressure
16	IX-X	November	Anger Management Strategies
17	VI-VIII	January	How to Cope up examination pressure
18	X & XII	February	How to De-stress before the examinations

### **DYNASTY ACTIVITIES**

<b>Month</b>	<b>Activities</b>
<b>April</b>	Introduction of Student Council
	My Paper Bag - Earth Day (students to make their own paper bags and write a slogan on the bag on Earth Day)
	My Fitness Regime - World Health Day (students to share videos of surya namaskar while showing all 12 steps)
<b>May</b>	Fable Fiesta (Story narration of a fable with a moral value)
	PA 1 and Summer Break
<b>July</b>	Sacred Herb (students to show and present any sacred herb )
	Slogan Writing/ Talk show/ Monologue Activity- Kargil Vijay Diwas
	Talent Hunt

<b>August</b>	Monologue: Great Indian Personalities (Inter Dynasty) - Independence Day
	E Greeting card- Friendship Day (Tux Paint/ canva/ word. Etc)
<b>September</b>	Half Yearly Examination
	Hindi Diwas - Bhartiya Mulyon Ka Khazana
<b>October</b>	Poster Making - Swachh Bharat
	GK Quiz O Thon
	Character Portrayal of Ramayana in Millineum Age
<b>November</b>	Mime Act (Let Action Speak)
	Children's Day Celebration
	PA 2
<b>December</b>	Budding Scientists
	Self-composed Poem or Jingle - Christmas
<b>January</b>	English Extempore Competition
	Kite Making on the occasion of Republic Day.
<b>February</b>	Writer's Digest (Old Story in new perspective)
	Final Exams

# PLANNER FOR STUDENTS: 2022-23

DAY	MARCH '22		APRIL '22		MAY'22		JUNE'22		JULY'22		AUGUST'22		SEPTEMBER'22	
Sunday					1				31					
Monday					2						1			
Tuesday	1	Maha Shivratri			3	Id-UI-Fitr					2			
Wednesday	2	New Session Begins (X & XII)			4		1	S U M M E R  V A C A T I O N			3			
Thursday	3				5		2				4		1	
Friday	4		1		6		3		1	"School Reopens ( I to XII )"	5		2	
Saturday	5		2	Working for VI Onwards	7	Working for VI Onwards	4		2	Working for VI Onwards	6	Working for VI Onwards	3	Working for VI Onwards
Sunday	6		3		8		5		3		7		4	
Monday	7		4		9		6		4		8		5	
Tuesday	8		5		10		7		5		9	Muhamam	6	
Wednesday	9		6		11		8		6		10		7	
Thursday	10		7		12		9		7		11	Rakshabandhan	8	Onam
Friday	11		8		13		10		8		12		9	
Saturday	12		9		14		11		9		13		10	
Sunday	13		10	Ram Navmi	15		12		10	Id-UI- Juha	14		11	
Monday	14		11		16	Budha Purnima	13		11		15	Independence Day	12	
Tuesday	15		12		17	"Summer Vacation Begins ( I to III)"	14		12		16		13	
Wednesday	16		13		18		15		13		17		14	
Thursday	17	Holi	14	Mahavir Jayanti	19		16		14		18		15	
Friday	18		15	Good Friday	20	"Summer Vacation Begins ( IV to VIII)"	17		15		19	Janmashtami	16	
Saturday	19		16		21		18		16		20		17	
Sunday	20		17		22		19		17		21		18	
Monday	21		18		23		20		18		22		19	
Tuesday	22		19		24		21		19		23		20	
Wednesday	23	New Session Begins (I)	20		25		22		20		24		21	
Thursday	24		21		26		23		21		25		22	
Friday	25	New Session Begins (II)	22		27		24		22		26		23	
Saturday	26		23		28		25		23		27		24	

### PLANNER FOR STUDENTS: 2022-23

DAY	OCTOBER'22		NOVEMBER'22		DECEMBER'22		JANUARY'23		FEBRUARY'23		MARCH'23	
Sunday	30						1	"Winter Vacation ( I to IX & XII)  Extra Classes (X&XII)- 04.01.2023 Onwards"				
Monday	31						2					
Tuesday			1	Haryana Day			3					
Wednesday			2				4		1		1	
Thursday			3		1		5		2		2	
Friday			4		2		6		3		3	
Saturday	1	Working for VI Onwards	5	Working for VI Onwards	3	Working for VI Onwards	7		4	Working for VI Onwards	4	
Sunday	2	Mahatma Gandhi's Birthday	6		4		8		5		5	
Monday	3	Ashtmi	7		5		9		6		6	
Tuesday	4	Navmi	8	Guru Nanak's Birthday	6		10		7		7	Holi
Wednesday	5	Dussehra	9		7		11	"School Reopens ( I to IX & XI )"'	8		8	Holi
Thursday	6		10		8		12		9		9	
Friday	7		11		9		13		10		10	
Saturday	8		12		10		14	Working for VI Onwards	11		11	
Sunday	9	Milad- Un- Nabi	13		11		15		12		12	
Monday	10		14		12		16		13		13	
Tuesday	11		15		13		17		14		14	
Wednesday	12		16		14		18		15		15	
Thursday	13		17		15		19		16		16	
Friday	14		18		16		20		17		17	
Saturday	15		19		17		21		18	Maha-Shivratri	18	
Sunday	16		20		18		22		19		19	
Monday	17		21		19		23		20		20	
Tuesday	18		22		20		24		21		21	
Wednesday	19		23		21		25		22		22	
Thursday	20		24		22		26	Republic Day	23		23	
Friday	21		25		23		27		24		24	
Saturday	22		26		24		28		25		25	
Sunday	23		27		25	Christmas	29		26		26	
Monday	24	Diwali	28		26		30		27		27	
Tuesday	25	Goverdhan Pooja	29		27		31		28		28	
Wednesday	26	Bhai Dooj	30		28						29	
Thursday	27				29						30	
Friday	28				30	"Winter Vacation Begins ( I to IX & XI )"'					31	

## 2.10 COMMUNITY OUTREACH PROGRAMMES

Month	Activity	Objectives	Classes Involved
April-May 2022	Plantation Drive	The children planted trees on the occasion of Mother's Day under the activity "Dhara Maa Ko Smarpit' as a gesture of gratitude towards Mother Earth. They are taking care of those plants	VI -VIII
July'2022-March'2023	Blue Planet Drive	To get the children involved in the process of recycle and reuse of the old papers, cardboards, books etc. and getting them converted into furniture and eco-friendly brushes etc.	The entire school Participated in the drive.
Oct-Nov, 2022	Harit Diwali Awareness Drive	To sensitize the children and to make them contribute in generating awareness in the community through the medium of Nukkad Natak.	VI-IX
December 2022	Joy of Sharing Donation Drive	To make the children aware that they are privileged and they need to be sensitive towards the needs and emotions of the less privileged ones.	Whole School

January, 2023	RAHGIRI	To promote environment conservation	Whole School (Optional)
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## 2.11 CO ORDINATION WITH STAKEHOLDERS

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
<b>Parents</b>	School website, Emails, School Calendar, Broadcast groups, Phone calls, personal letters and Parent-Teacher's Meeting PTA	Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day and Parent teacher meetings. A parent teacher Association has been formed and two of its representatives are required to be present during the Managing committee meetings.	<ul style="list-style-type: none"> <li>● Parent teacher Meeting</li> <li>● Managing Committee Meeting</li> <li>● Meeting of Parent Teacher association</li> <li>● Excursion trip for student wherein minimum two parents are required to accompany for transparency the safety and security of the students</li> </ul>

<b>Teaching Staff</b>	General Body Meeting with Principal/ Vice Principal. Departmental meetings with HOD, WhatsApp groups and effective communication with Reporting officers.	Teachers are involved in all functions and events by contributing their innovating ideas and creativity and to feel to be a part of the school.	<ul style="list-style-type: none"> <li>● A yearly planner is drawn out at the beginning of the year defining the areas of responsibility for all the teachers.</li> <li>● Teachers Day lunch to encourage informal communication.</li> <li>● Staff Picnic</li> </ul>
<b>Other Staff</b>	GBM with the Head of the institution, Emails and WhatsApp groups.	Other Staff members are involved in all the school functions by rendering full support and cooperation.	Workshops are organized for creating awareness on various social and health issues as well as English language speaking
<b>School Managing Committee</b>	SMC is organized every three months	All reports are forwarded to the SMC for perusal.	
<b>Board</b>	CBSE website, email, telephonic conversations, letters.	School is the Examination Center for class X and XII Board Exams.	All Activities which are required to be organized as per CBSE are incorporated in

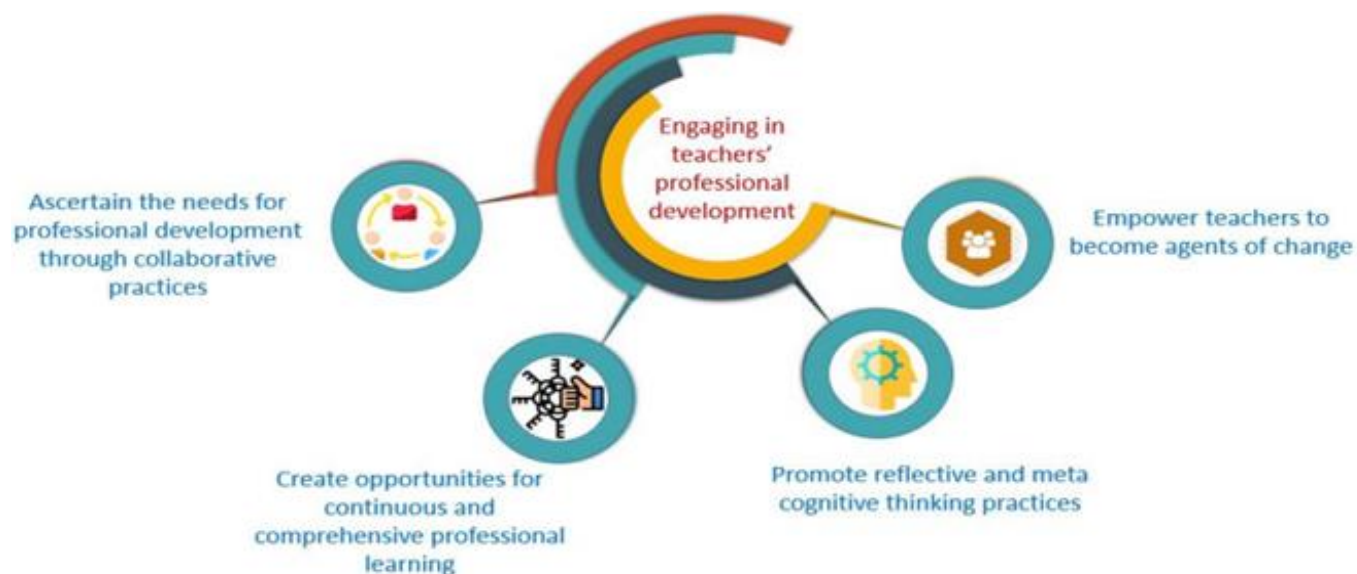
			the school activity Calendar
Media	Two teachers are entrusted with the duty of writing the report of the events held in school and ensuring coverage of the same in the newspaper.	A brief report of all school events are sent to one leading English and Hindi newspaper. The same is published within a span of one week	

### 3. INSTITUTIONAL GOALS

- Inter- personal relationship with stakeholders
- To develop a holistic, nurturing ecosystem that strengthens a child's self-belief and naturally connects him/her to the environment.
- To develop a deep bond between students, teachers and the environment.
- To develop students as ambassadors of positive change who will help build a better tomorrow

### 3. 1 PEDAGOGICAL PLAN LEADING LEARNING

#### DESCRIPTOR 1 – ENGAGING IN TEACHERS' PROFESSIONAL DEVELOPMENT



Where are we now as a school	What do we need to do in coming year	How will we achieve the target	Who is responsible for the process	Time Line	How would the Impact look like
<b><u>Actionable</u></b> Ascertain the needs of professional	<ul style="list-style-type: none"> <li>Develop and use rubrics to be aware of the impact of one's</li> </ul>	<ul style="list-style-type: none"> <li>The faculties to be involved for</li> </ul>	<ul style="list-style-type: none"> <li>The HoDs Coordinators, HM</li> </ul>	Start the process in the month of April and end by summer break.	<ul style="list-style-type: none"> <li>Almost all the teachers will use the rubrics to assess the</li> </ul>

<p>development through collaborative practices</p> <p>Co constructed rubrics are not used ever</p>	<p>own teaching</p> <ul style="list-style-type: none"> <li>● Develop and use rubrics for the self-assessment by the children</li> <li>● Co construct and use rubrics for peer assessment. <ul style="list-style-type: none"> <li>● Create rubrics for analyzing the effect of different teaching styles on learning outcomes of the children.</li> </ul> </li> </ul>	<p>brainstorming and creating rubrics of major activities for self and peer assessment linking the same with expected learning outcomes.</p> <ul style="list-style-type: none"> <li>● To create a rating scale and write detailed descriptors for each level.</li> </ul>	<p>and all the teachers .</p>		<p>attainment level of the students.</p> <ul style="list-style-type: none"> <li>● Almost all the teachers will use the rubrics to determine their areas of strength in the teaching learning process and work upon the weaknesses</li> </ul>
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## DESCRIPTOR 2- INITIATING INNOVATION IN SCHOOL



Where are we now as a school	What do we need to do in coming year	How will we achieve the target	Who is responsible for the process	Time Line	How would the Impact look like
<b><u>Actionable</u></b> Expand the perspective of teachers to implement Innovative	<ul style="list-style-type: none"> <li>Promote collective responsibility among teachers by encouraging them for team</li> </ul>	<ul style="list-style-type: none"> <li>The faculties will be involved for brainstorming during the micro</li> </ul>	<ul style="list-style-type: none"> <li>The HoDs Coordinators, HM and all the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Start the process in the month of April and it will be</li> </ul>	<ul style="list-style-type: none"> <li>The impact will be seen in the form of students' engagement in the classes.</li> </ul>

Pedagogy	<p>teaching / micro teaching for designing innovative pedagogy.</p> <ul style="list-style-type: none"> <li>● Explore technology tools and applications for enhancing instructional practices such as blended learning and flipped learning</li> </ul>	<p>teaching sessions for evolving innovating Pedagogical Practices.</p> <ul style="list-style-type: none"> <li>● The teachers will be encouraged to attend the workshops and sessions based on the topic</li> <li>● The teachers to disseminate their learning to other colleagues as well in a guided and planned environment for this purpose.</li> </ul>		<p>continued throughout the session</p> <p>Review meetings will take place quarterly</p>	<p>The reflective thinking of the children will be enhanced. They will be able to reflect upon the knowledge they have and become conscious of the gap in the learning process.</p> <p>The competency of the children will be enhanced and they will demonstrate better academic performance.</p>
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### DESCRIPTOR 3 – LEADING TEACHING LEARNING PROCESS

WHERE ARE WE NOW AS A SCHOOL	WHAT DO WE NEED TO DO IN COMING YEAR	HOW WILL WE ACHIEVE THE TARGET	WHO IS RESPONSIBLE FOR THE PROCESS	TIME LINE	HOW WOULD THE IMPACT LOOK LIKE
<b><u>Actionable</u></b> Encourage teachers to become reflective practitioners	<ul style="list-style-type: none"> <li>Assist teachers to establish their own SMART goals for teaching learning with particular focus on developing self-aware learners.</li> </ul>	<ul style="list-style-type: none"> <li>The faculties will be guided on how to create SMART goals and achieve</li> </ul>	<ul style="list-style-type: none"> <li>The HoDs Coordinators , HM and all the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Start the process in the month of April and it will be continued throughout the session</li> </ul>	<ul style="list-style-type: none"> <li>The impact will be seen in the form of students' engagement in the classes.</li> </ul> <p>They will become reflective thinkers</p>

	<ul style="list-style-type: none"> <li>● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.</li> <li>● Collaborate with schools locally and globally and plan exchange programmes for teachers and students.</li> <li>● Provide opportunity to the teachers to observe effective instructional practices among colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>● them</li> <li>● The teachers will reflect on the TLP on the basis of the constructive feedback</li> </ul>		Review meetings will take place quarterly	<p>and be able to analyze their learning gaps and how to work towards the same.</p> <p>They will develop an objective perspective for looking at the things in general.</p>
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## DESCRIPTOR 4 – DEVELOPING LEARNING CULTURE



Where are we now as a school	What do we need to do in coming year	How will we achieve the target	Who is responsible for the process	Time Line	How would the Impact look like
<b><u>Actionable</u></b> Create the 'social glue' by building a culture of trust and self-improvement	<ul style="list-style-type: none"> <li>Engage actively with staff and students in a fair and transparent manner to understand individual</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings and by adopting an open-door policy.</li> <li>Percolating the vision and mission of the school very</li> </ul>	<ul style="list-style-type: none"> <li>The principal, teachers as well as office staff.</li> </ul>	<ul style="list-style-type: none"> <li>It will be a regular and continuous process for everyone to imbibe the spirit.</li> </ul>	<ul style="list-style-type: none"> <li>The impact will be seen in the form of collaborative work culture.</li> <li>A culture of trust will be built.</li> <li>Every</li> </ul>

	<p>teachers and students.</p> <ul style="list-style-type: none"> <li>● Practice the habit of understanding others seeking to be understood by others.</li> <li>● Create Opportunity for students and teachers' well-being.</li> <li>● Celebrate the success stories with the larger school community.</li> <li>● Be a role model for teachers and students and lead by example.</li> <li>● Listen actively to the ideas for school</li> </ul>	<p>clearly to everyone.</p> <ul style="list-style-type: none"> <li>● By organizing collaborative activities and celebrating all the festivals and special days with zeal and enthusiasm.</li> <li>● By demonstrating that the principal too is a lifelong learner.</li> </ul>			<p>stakeholder will work towards self-improvement and avail lot of opportunities for the same.</p>
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	improvement by the teachers and students and support the same.				
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## DESCRIPTOR 5 – BUILDING AN INCLUSIVE CULTURE



WHERE ARE WE NOW AS A SCHOOL	WHAT DO WE NEED TO DO IN COMING YEAR	HOW WILL WE ACHIEVE THE TARGET	WHO IS RESPONSIBLE FOR THE PROCESS	TIME LINE	HOW WOULD THE IMPACT LOOK LIKE
<b><u>Actionable</u></b> Create an environment of acceptance	<ul style="list-style-type: none"> <li>Establish shared beliefs of respect and care.</li> <li>Celebrate differences as natural human diversity and treat them as opportunity to learn.</li> <li>Promote social interaction among students.</li> <li>Sensitize teachers, peer groups, support staff and community to the unique needs of diverse group of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of regular workshops and sessions of the teachers and students by the counsellor and the special educators.</li> <li>By ensuring equity for all the students.</li> <li>Systematization will be done by the CTs</li> </ul>	Principal, Heads, Counselling Dept. and all the teachers	<ul style="list-style-type: none"> <li>A regular and continuous process</li> </ul>	<ul style="list-style-type: none"> <li>The impact will be seen in the form healthy environment of love, care and acceptance for all. There will be no concerns of bullying or non-understanding.</li> </ul>

### 3.1 SOP FOR REMEDIAL CLASSES

<b>CLASSES1-II</b>	<p>Remedial programs are used to address gaps in basic skills. Remedial instruction can help struggling learners hone their basic skills. Keeping in mind the learning ability of the children, a few remedial steps will be taken up by the school, every day after the normal time table, to help children improve their grades. They are as follows:</p> <ul style="list-style-type: none"> <li>❖ Step by step explanation of the concept would be done separately with the students who face problems.</li> <li>❖ Individual attention to be given to slow learners and assist them whenever required.</li> <li>❖ 15 minutes extra to be given to those children who have trouble comprehending language.</li> <li>❖ Change the strategy for explanation and try a different one for better explanation.</li> <li>❖ School Counselor to intervene where a child is facing a problem in a specific area like retention power or dysgraphia (difficulty in copying words down, formation of letters)</li> <li>❖ To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time</li> </ul>
<b>Classes III-V</b>	<p>The significance and need of remedial education 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.</p> <p>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</p>

	<p>students who need remedial as a consequence of low attendance due to medical reasons or some unavoidable circumstances.</p> <ul style="list-style-type: none"> <li>❖ 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 every week. Based on the weekly tests that will be conducted every week, those students will also be included whose performance in the tests is not satisfactory.</li> <li>❖ The list of students who have been recognized 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.</li> <li>❖ These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Counselor also conducts 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.</li> </ul>
<b>VI-VIII</b>	<p>Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of the teaching learning process.</p> <ul style="list-style-type: none"> <li>❖ 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</li> </ul>

	<p>children through their pen and paper results.</p> <ul style="list-style-type: none"> <li>❖ 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: <ul style="list-style-type: none"> <li>I. Feedback from the Class teacher given by the end of the year.</li> <li>II. Classroom participation as well as participating in group discussions</li> <li>III. Submission of work on time. Self-initiative for any task assigned in the class.</li> <li>IV. Responding to the questions directly asked by the concerned subject teachers.</li> <li>V. Certain pattern of work seen in the notebooks along with class test performance.</li> <li>VI. Asking for doubts or clarification of the concepts taught in the class.</li> </ul> </li> </ul> <p>After analyzing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes will be conducted for each subject with more individual attention given to them in a smaller group.</p>
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## 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, Sports and ICT with the help of concerned 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/ requirements
- Maintain records of the preparation of the plan, and the progress in the implementation.

**ANNUAL PEDAGOGICAL PLAN 2022-23**