



ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

School Name: Shalom Hills International School

Affiliation / UDISE Number: 06180107344

Academic Session: 2021-22

Principal's Name: Ms. Ruchi Bhatia

School's Mission Statement: To create a caring environment with a stimulating and comprehensive program to foster, nurture and secure the socio-emotional, physical, intellectual, spiritual development of each child and endowing them with patriotic feelings and civic-minded spirit.

School Vision: To enlighten and empower each child with the flame of knowledge, virtues and ethical behavior

Areas of Strength: Student Centric School, Open Door Policy, Collaborative learning, Positive relationships, building capacity amongst our children to effectively allow them to explore the world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are the valued concepts. They strengthen our students to be prepared for stepping into the outer world.

Areas of Improvement: International Exchange Programs

1. SCHOOL INFORMATION

1.1 School Name with complete address and phone number(s), Fax No., email ID, Website

NAME OF THE SCHOOL: SHALOM HILLS INTERNATIONAL SCHOOL

COMPLETE ADDRESS: C BLOCK, SUSHANT LOK -I, GURUGRAM

PHONE Nos.: 0124-4046471, 4116475, 4275820

EMAIL ID: principal@shalomhills.com

WEBSITE: www.shalomhills.com

1.2 Name of the Principal /HOS: Mrs. 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

Type of School: Senior Secondary, Co-Education, Day School

No. of Students: 2709

277 (Pre- Primary)

2430 (I-XII): Boys: 1320, Girls: 1110

- **No. of Divyang (with special needs) students: 3 (I-V) + 8 (VI - XII)**
- **No. of students in Day school :2709, Day boarding: NIL, Boarding: NIL**
- **Location Type: Urban / Rural /Hilly Area: Urban**
- **Is the school a minorityschool? YES.**
- **School quality Accreditation Details? (if any) = BRITISH ISA ACCREDITATION**

SHALOM HILLS INTERNATIONAL SCHOOL, SUSHANT LOK-1, GURUGRAM

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1.6 NUMBER OF STUDENTS ON ROLL (CLASS WISE) 2021-22:

CLASS	PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
NO. OF SECTIONS	11	10	10	9	8	8	7	7	7
STUDENTS ON ROLL	277	229	240	291	250	229	219	217	193

STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL:

CLASS	IX	X	XI	XII	SCIENCE	COMMERCE	HUMANITIES
NO. OF SECTIONS	6	5	5	5	2	2	1
STUDENTS ON ROLL	155	136	138	135	65	37	33

1.7 SCHOOL ACADEMIC PERFORMANCE:**(A) PASS PERCENTAGE DURING THE LAST ACADEMIC SESSION (2021-21):**

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE
PRE SCHOOL	26	26	100%
PRE PRIMARY	349 (Nur + KG)	349	100%
CLASS I	275	275	100%
CLASS II	312	312	100%

CLASS III	274	274	100%
CLASS IV	261	261	100%
CLASS V	252	252	100%
CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE
CLASS VI	240	240	100%
CLASS VII	215	215	100%
CLASS VIII	172	172	100%
CLASS IX	148	148	100%
CLASS X	150	150	100%
CLASS XI	135	135	100%
CLASS XII	122	122	100%

(B) BOARD EXAMINATION AT A GLANCE: 2021-21

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS %	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

1.8 OVERALL PERFORMANCE OF THE CURRENT/PREVIOUS ACADEMIC SESSION:

SCHOOL TOPPERS:

<p>CLASS X 2019-2021</p> <ul style="list-style-type: none">● Khushi Narang -493● Aditi Gupta -484● Pranav Amit Prasad - 484● A.Mohammed Farhaan- 484● Ridhima Verma-482● Aadisha Chandel-482	<p>CLASS XII 2019-20</p> <p>SCIENCE STREAM :</p> <ul style="list-style-type: none">● Gehna Narang - 481● Harsh Gupta - 476● Neha Pattnaik - 475 <p>COMMERCE STREAM :</p> <ul style="list-style-type: none">● Aditi Tomar - 475● Adit Jodh Singh -468● Lishika Sahni -467 <p>HUMANITIES:</p> <ul style="list-style-type: none">● Ananya - 469● Aaradhya - 457● Jasmine - 457● Rishika - 445● Soumya -445
<p>CLASS X 2021-2021</p> <ul style="list-style-type: none">● Sanvi Nowal - 495● Aishwika Gupta-491● Apurva Kalra- 490	<p>CLASS XII 2021-2021</p> <p>SCIENCE STREAM :</p> <ul style="list-style-type: none">● Mohak Sharma - 483● Aastha Mantri- 479● Bhavya Vashist - 479● Kushagra Mishra - 478 <p>COMMERCE STREAM :</p> <ul style="list-style-type: none">● Rakshit Rajwani - 484● Sanchit Gupta - 479● Vatsal Loomba - 478 <p>HUMANITIES</p> <ul style="list-style-type: none">● Sehar Bhatt -487● Shivanjali Jasrotia - 483● Adway Kalra- 478● Palak Rhodes - 478

1.9 KEY STRENGTHS OF THE SCHOOL:

- ❖ Student Centric Education - Conducive learning environment, Pastoral care
- ❖ Achieving academic excellence, Smart Classrooms, Scholastic planning, Holistic education, Mega cognitive Strategies
- ❖ 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 Programme
- ❖ Regular Morning Assembly, Swachh Bharat Abhiyaan 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 Programme
- ❖ 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 Vito Parent Engagement
- ❖ Life Skills Inculcation, Wellness education, Prevention Education
- ❖ School Portal, Social visit 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 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

- ❖ Outdoor Science Park, 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

1.10 STAFF DETAILS:

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

GROUP	REGULAR
PRE-PRIMARY	15
PRIMARY	56
MIDDLE -SENIOR SEC	67
SUPERVISORY HEADS	2
SPECIAL EDUCATORS	1
PETs	5
LIBRARIAN	2
MUSIC TEACHERS	2
DANCE TEACHERS	3
YOGA TEACHER	1
COUNSELLOR	1

OTHERS (IF ANY) Lab, Library, Exam	3
ADMIN	13
TOTAL	171

1.11 ALUMNI DETAILS:

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

(b) Number of students appeared in Class XII Examination

COURSE/COMPETITION	NO. OF STUDENTS		SPECIAL REMARKS (IF ANY)
	APPEARED	SELECTED	
JEE	20	6 <ul style="list-style-type: none"> ● Kushagra ● Priyal Gupta ● KritiSoni ● Mohak Sharma ● Ria Pattnaik ● Kenneth Lobo 	
NEET	8	-	
NDA	1 Anmol (written paper qualified)		
ANY OTHER	---	-	—

1.12 SPECIAL ACHIEVEMENTS OF SCHOOL ALUMNI :

1. Bhushan Yadav- Pilot
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.
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. AbdusHashmay- Studied Mechanical Engineering- NIT, Warangali. Aviation Intern at GE
10. DevashishKuhad- 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 Pattnaik

2. ANNUAL PEDAGOGICAL PLAN (2021-21)

2.1 PEDAGOGICAL PLANNING COMMITTEE

NAME	DESIGNATION	ROLE IN P.C.
<ul style="list-style-type: none"> ● MS. RUCHI BHATIA ● MS. ANITA BHUTANI ● MS. SWASTIKA ACHARYA ● MS. DEEP SHIKHA GAUR ● MS. KAVITA BHARDWAJ (ENGLISH) ● MS. LALITA YADAV (HINDI & SANSKRIT) ● MS. VINEETA LOOMBA (MATHEMATICS) ● MS. VIMALA JOSSY (SCIENCE) ● MS. LOPAMUDRA MISHRA (SOCIAL SCIENCE) 	<ul style="list-style-type: none"> ● PRINCIPAL ● HEAD MISTRESS (SENIOR WING) ● HEAD MISTRESS (PRIMARY WING) ● COORDINATOR SR. WING ● H.O.D.s 	<ul style="list-style-type: none"> ● MENTOR ● PLANNING FRAMEWORK ● PLANNING FRAMEWORK ● PLANNING FRAMEWORK ● EXECUTION & ACTION

<ul style="list-style-type: none"> ● MR. LALIT GUPTA (FRENCH) ● MS. SARIKA ANEJA (COMPUTER SCIENCE) ● MS. ANANDITA SINGH (COMMERCE) ● MR. AMIT NEGI (PHYSICAL EDUCATION) ● MR. QUADRI (ART & CRAFT) ● MS. BHUPINDER KAUR (HEALTH & WELLNESS) 		
STAKEHOLDERS CONSULTED	AGENDA DISCUSSED IN REGULAR MEETINGS	
<p>Teachers Parents PTA, SMC Student Council</p>	<p>Session Planning Annual Calendar Curriculum - Mapped with NCF and NEP guidelines Art Integration curriculum, Hands on learning, Experiential, Online and E-Resources, Virtual Exam, Classes, PTMs Skill subjects - Coding, Design Thinking, Artificial Intelligence, Gardening Inter-School, Zonal, District, State, National and International Level competitions and Achievements Sports events and Competitions Important days and festivals Decorum of School School policies School's Fee Mental and Emotional well being of the students and parents Webinars and Workshops Added qualifications and professional development certification of the staff Teaching-Learning practices, methodology and pedagogy</p>	

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resource Segment-wise –

Vision statement

To enlighten and empower each child with the flame of knowledge, virtues and ethical behaviour.

Shalom Hills International, Gurugram, is an inclusive school committed to provide challenging and exquisite opportunities in education to the students.

Mission Statement

To create a caring environment with a stimulating and comprehensive program to foster, nurture and secure the socio-emotional, physical, intellectual, spiritual development of each child and endowing them with patriotic feelings 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

SHALOM - SINCERITY, HONESTY/HUMBLENESS, ACCEPTANCE, LOYALTY, ORDERLINESS, MAGNANIMITY

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 strengthen 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.

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

Our Pedagogical Vision

At SHIS, 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 the curriculum developed as an enquiry driven curriculum. It ensures that there is active learning practice. To enhance and promote the team work, the student 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 a 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.

OUR 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:

Carefully planned curriculum based on the various needs of the students include:

- Emphasis on the prior knowledge
- Stress on individual interest of the students
- Focus on the individual learning styles
- Identifying the individual interests
- Focus on the individual learning styles
- 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.
 - ICT is a strong tool to enhance personalized learning.

BIGGEST CHALLENGE DURING PANDEMIC TAKEN UP BY THE MANAGEMENT & TEACHERS

Maintaining the mental health of our students, considering the financial conditions during pandemic of the parents and providing best of the assistance to them to overcome the difficult times.

The school did not charge any ANNUAL FEE from the parents since last two years. From last three years there has no increase in the fee as well. Due consideration was given to certain individual requests for certain concessions and waivers.

2.2 ACADEMIC RESOURCES

Name the academic resource:

During the pandemic, continuation of the education became the most challenging dimension in order to maintain the Learning process to continue without compromising with the quality of education and to prevent any kind of learning gaps from being created.

SHALOM took the challenge in a very positive manner and equipped its faculty with best of the techniques available.

- **In total lock down situation, the best portal was used by the teachers. The students enjoyed the learning process as they could go ahead with digitized education. Hands on experiments were performed by the students within the boundaries of their homes.**

- In the Hybrid model of teaching and learning, again SHALOM stood with the best of the equipment and practices. Our teachers were using webcams, monitors, microphones and also the Smart Boards - which is the strength of the education infrastructure of the school.

Apart from the listed above SHALOM has its infrastructure as below segment-wise : Name of the Resource/s
BASKETBALL COURT
FOOTBALL GROUND
CRICKET GROUND
OUTDOOR PLAY AREA
ART ROOM
SCULPTURE STUDIO
MUSIC ROOM
DANCE ROOM
LIBRARY
MATHS LAB.
COMPUTER LAB.
BIO. LAB
CHEMISTRY LAB
PHYSICS LAB.
SMART CLASSROOMS
ONLINE EDUCATIONAL PLATFORMS
AUDITORIUM
CONFERENCE HALL
COUNSELOR ROOM
BOTANICAL PARK

VEGETABLE GARDEN

SCIENCE PARK

2.3 PEDAGOGICAL STRATEGIES

Class wise and subject wise: Art integration, Innovative pedagogies, Co-scholastic activities

PRIMARY

STAKE HOLDERS 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

**** LOGICAL & REASONING, GK, LIFE SKILLS, ART, MUSIC, DANCE, P.E, KARATE, SKATING**

MIDDLE /SEC./SR.SEC.

CLASS	SUBJECTS OFFERED
VI	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART, DANCE
VII	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART, DANCE
VIII	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT,

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	FRENCH, ART, DANCE
IX	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, IT, FINE ARTS, FRENCH
X	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, IT, FINE ARTS, FRENCH
XI	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, SOCIOLOGY, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION, PAINTING
XII	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, SOCIOLOGY, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION, PAINTING

CURRICULUM PLANNING AND ITS TRANSACTION

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

1. CBSE, NCF, NEP
2. Syllabus planning
3. Pedagogy and Methodology
4. Co-Curricular Activities
5. Monitoring and Assessment

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

Flow of Curriculum planning and Transaction

Step 1: Selection of Books/Study material

Step 2: Curriculum Blueprint (Curriculum Design Process)/ Annual Curriculum

Planning

Step 3: Lesson Plan

Step 4: Teachers Diary

Step 5: Classroom Activity

Step 1: Selection of Books/Study material

HOD along with the team of teachers review the textbooks /study material used in the existing 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 (Curriculum Design Process)

- The Curriculum Blue-Print (CBP) is prepared by the Subject teachers depending upon the school calendar. It should include the learning outcomes prescribed by NCERT, 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 Objective	Subject Enrichment Activities/Field Trips/Multiple Assessments/Art Integration/ E Resources/
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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 Blue Print are met properly through the lesson plan. The lesson plans should be submitted to the academic coordinator monthly.

Step 4: Teachers Diary

- Topic wise split-up along with no periods/days/ dates for each topic and subtopic are 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 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: Classroom Activity / 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.

The various teaching strategies used are as follows:

1. Role plays
2. Integrated Learning
3. Collaborative and Interdisciplinary approach
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Flip classes
8. Teaching through e-content
9. Collaboration with "Mind spark" for better Math Learning
10. Presentations
11. Field Trips

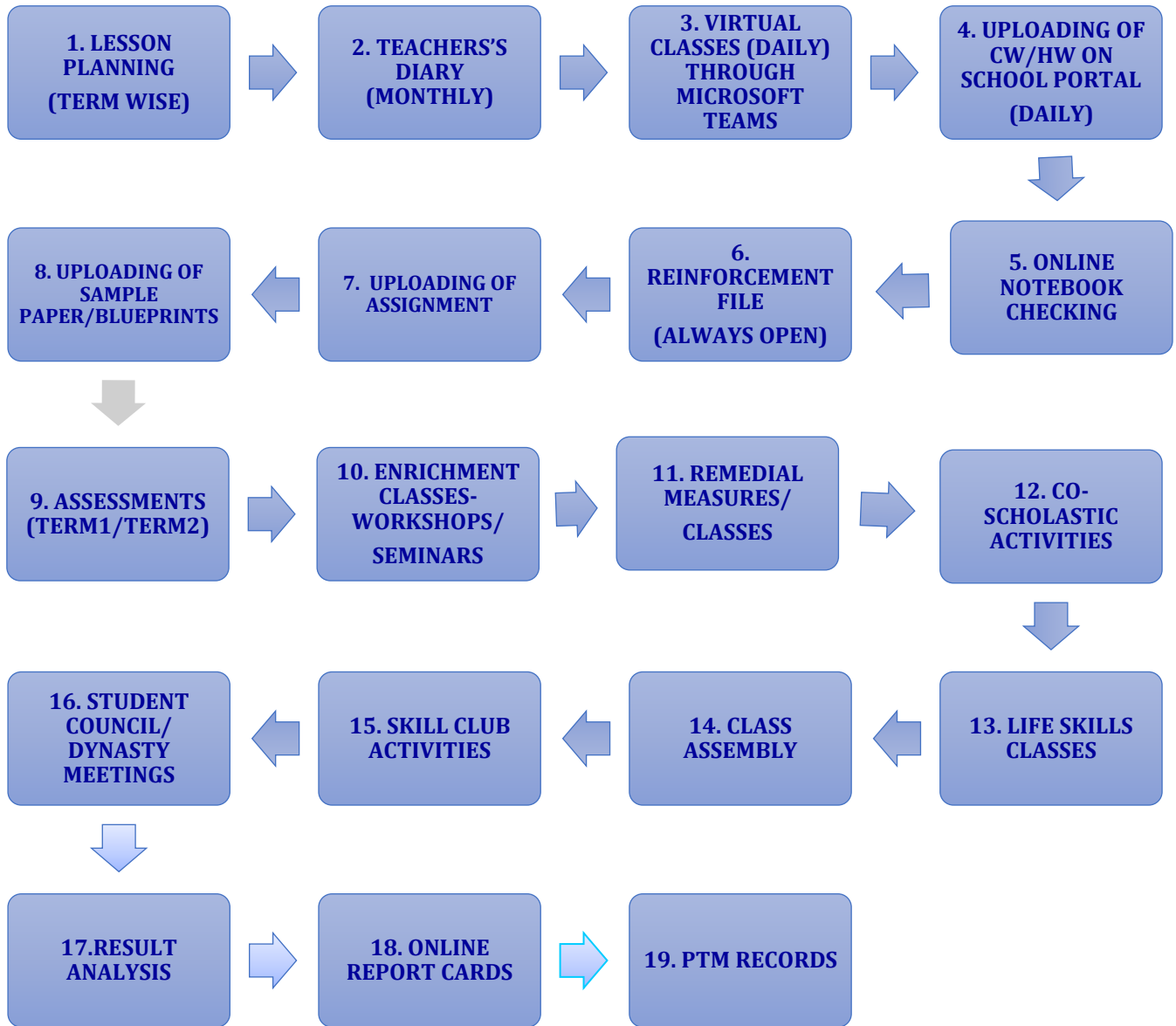
Assessment tools and rubrics for each class and each subject

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended.

Purposes of Assessments:

- To identify the children's learning needs.
- To help the teacher plan educational programmes for the children.
- To indicate which specific educational objectives have or have not been achieved.
- To serve as continuous evaluation.

AREAS OF FUNCTIONING



ADDITIONAL SCHOOL FUNCTIONING:

- Open House
- Remedial Classes
- Talent Hunt
- Mega Events
- PTM before & after assessments
- Daily and Monthly Audit
- Birthday Message
- Newsletter-Quarterly
- Weekly Planner
- Monthly Planner

- Month End documents
- Website and Facebook Tally (monthly)
- CBSE Cell
- Children's Enrichment Tally (monthly)
- Teacher's Enrichment Tally (monthly)
- Examination Cell
- CBSE Workshops Tally
- Webinars Tally (monthly)
- Parent Broadcast group
- Certificates given to the parents of the students who all are participating in
- Interschool events
- Experiential learning Online Labs
- Micro Teaching – Departmental meetings
- Meeting with subject teachers and with Heads
- Online Report Card
- Remedial students – Parents: PTM
- Monthly Syllabus
- Online Class Audits
- Talent Hunt
- Self/Staff Appraisal
- School exhibitions
- Interschool Competition

2.5 STUDENT DEVELOPMENT PLAN

SOP REMEDIAL CLASSES:

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 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:

- Step by step explanation of the concept would be done separately with the students who face problems.
- Individual attention to be given to slow learners and assist them whenever required. 15 minutes 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.
- 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) 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 to V

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. The curriculum in these classes being lighter in content, is more fun,

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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 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 unsatisfactory.

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 Counselor 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 Counselor also conducts class wise remedial sessions at least thrice a week to fulfill 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 the 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 take 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 concerned subject teachers.
- Certain patterns of work seen in the notebooks along with class test performance.
- Asking for doubts or clarification of the concepts taught in the class.
- After analyzing 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 subject 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

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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 a month wise basis 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 a monthly basis. 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 a fortnightly basis 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.
- Guideline for the same is as follow
- 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 a weekly basis.

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

Teacher needs Assessment and Training

TNA Activity	Method	Outcome
Questionnaire	SWAT (Strength and Weakness Test)	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.

Teacher Training Schedule

Teacher Training Topic/ Activity	Proposed Date/Week/ Month	Target Group	Learning Outcome
Gender Sensitivity		All Teachers	To understand how an egalitarian society is beneficial for all by questioning gender norms Reflecting and reforming practices/actions/language while dealing with children that reflect gender bias.

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Stress and Conflict Management: The way to Resilience and Satisfaction		All Teachers	Learn about characteristics of stress, its causes and its effect Develop insight into pattern of stress response Practice and acquire stress management techniques Learn how to apply stress management tool in typical education setting (i.e. teacher-parent relationship, bullying) Learn simple visualization and relaxation techniques activities to ease student anxiety
Differentiated Instruction		All Teachers	Allows educators to consider the readiness, interests and learning profiles of each of their individual learners. methods, educators use to find out and analyze the needs of their students based on their readiness, interests and learning profiles
Skill Acquisition Integration of AI along with various subjects of study		TGT	The increasing penetration of AI into many aspects of life is altering decision making with organizations and improving efficiency.
Soft Skills Training Teacher's Personality Motivation		TGT/ PGT	Enabling and empowerment of teachers which will ensure a smooth transition from aspiring students to young successful managers The innate power of motivation helps in achieving the goal easily. Advancement of growth in desirable qualities.
Involvement In development (ID/IMPROVEMENT Process Model (IMP)		Senior school Teachers	Development of desirable qualities progress towards what is better, melioration
Observational Assessment Model		Senior school Teachers	Direct practice of an action Immediate Results Ideal for marking project work where team

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			activities are undertaken
Professional Development Programmes		All teachers	Teachers will be able to gain confidence, generate skills and resources related to their subjects. Teachers will be able to develop knowledge and skills they need to address students' learning challenges
Effective Lesson Planning		All Teachers	Teachers will be able to determine three essential components of an effective lesson plan - the objective, the body and a reflection Teachers will be able to determine the purpose of the lesson. Teachers will create space for student thinking and class discussion.
Role of Theater and Drama in Class		All Teachers	Teachers will learn to become a conceptual artist that molds knowledge, feelings, thoughts, sensations and experience into an active and activating educational process. Teachers will be able to infuse the use of drama in their lessons. With the use of drama and theater in class, the teachers will be able to engage better with students.

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc.

Name of the activity	Classes Involved	Countries Selected	Category	Animals selected as per the category
Poster Making	IV-V	India, Indonesia, Malaysia & Sri Lanka	Amphibian	India- Gharial, Indonesia- Sulaweshi Forest Turtle, Malaysia- Malayan Gharial, Sri Lanka- Montane Hourglass Tree Frog

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Declamation	III-IV	India, Indonesia, Malaysia & Sri Lanka	Aquatic	India- Blue Whale, Indonesia- Mahakam Dolphin, Malaysia- Bala Shark, Sri Lanka- Dugong
PPT Showing in zero period	III-V	India, Indonesia, Malaysia & Sri Lanka	Terrestrial	India- Nilgiri Tahr, Indonesia- Sumatran Tiger, Malaysia- Borneo Elephant, Sri Lanka- Nillu Rat
Quiz Competition	III-V	India, Indonesia, Malaysia & Sri Lanka	Terrestrial	India- Nilgiri Tahr, Indonesia- Sumatran Tiger, Malaysia- Borneo Elephant, Sri Lanka- Nillu Rat
Ramp Walk	I-II	India, Indonesia, Malaysia & Sri Lanka	Aerial	India- White Bellied Heron, Indonesia- Silvery Wood Pigeon, Malaysia- Helmeted Hornbill, Sri Lanka- Jungle Bush Quail

Agriculture

Grade VII -VIII- Students to share (PPT or word doc or any other way) about traditional and modern agricultural tools and techniques used in UAE.

Students to make pamphlets on agriculture tools used in India.

Natural Resources

Students to make PPT about the natural resources and their distribution in UAE, if possible, work can be shared via mail or skype/video call.

Students to work in groups and present a talk show on the natural resources, distribution of the resources, the causes of their depletion and measures for preserving them in India.

Students to share their experience of the activity (PPT & talk show on natural resources)

2.8 WELLNESS ACTIVITIES

S. No.	WORKSHOP/ACTIVITY	RESOURCE PERSON/CONDUCTED BY	DATE	VENUE
1	Mahavir Jayanti	Class Teachers	April 6, 2021	Microsoft Teams
2	Paying Obeisance To Mother	Class Teachers	April 25, 2021	Microsoft

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	Earth			Teams
3	Labour Day Celebration	Class Teachers	May 1, 2021	Microsoft Teams-Online Entries
4	Life Skill Workshop - "Anti-Bullying" (VIII)	Senior Counsellor	2nd May 2021	Microsoft Teams-Online Entries
5	"Mask Making" Activity Report (VI, VII & VIII)	Class Teachers	May 4 to May 8, 2021	Microsoft Teams
6	Paragraph Writing Competition for grades IX TO XII	English Teachers	May 5, 2021	Entries sent through mail
7	Session on "Cyber Safety"(VI-XII)	Teachers, Counsellor and the Vice Principal	7th May 2021	Microsoft Teams
8	REMINISCING BUDDHA'S TEACHINGS ON BUDDHA PURNIMA	Class Teachers	MAY 8, 2021	Microsoft Teams
9	Life Skill Workshop "Negative Impact of Social Media" (VII)	Senior Counsellor	9th May 2021	Microsoft Teams
10	Mother's Day Activity	Class Teachers	May 10, 2021	Microsoft Teams
11	Life Skill Workshop "Negative Impact of Social Media" Grade-VI	senior counsellor	23rd May 2021	Microsoft Teams
12	Scholar Badge and 100% Attendance	Class Teachers	May 29, 2021	Microsoft Teams
13	Instilling Leadership	Vice Principal	June 1, 2021	Microsoft Teams
14	Series of workshops under Pro-Social Peer Moderator programmes (IX-XII)	Dr. Samir Parikh, Psychiatrist and Director of Fortis Mental Health Department	22nd-28th June 2021	Online
15	FALIR GALORE-Shalom Talent Hunt	Respective In Charges	May & June	Online
16	'National Doctor's Day'	Class Teachers	July 1, 2021.	Online
17	Van Mahotsav week	Class Teachers	6 th July to 8 th July 2021	Online
18	Cbse expression series on thinking innovatively in unprecedented times like Covid-19	Respective Teachers	16th-21st July	Online

19	Kargil Vijay Diwas	Class Teachers	July 27, 2021	Online
20	Workshop on Importance of Mental Health in Children (Grades IX-XII)	Ms. Mimansa Singh-Clinical Psychologist	July 27, 2021	Online
21	Virtual Educational Fair (Grades XI-XII)	International Centre for Advancement in Education- ICAE, New Delhi,	27th& 28th July 2021	Online
22	World Nature Conservation Day	Class Teachers	July 28, 2021	Online
23	World Hepatitis Day (Grade VI)	Class Teachers	July 28, 2021	Online
24	International Tiger Day	Class Teachers	July 29, 2021	Online
25	Inter dynasty Ad-Mad competition (Grades VI to VIII)	Dynasty In Charges	29th July 2021	Online
26	Ek Bharat, Shreshta Bharat	Class Teachers	July 30, 2021	Online
27	Webinar on 'Road Safety'	Mr. ManojChandel, a senior Traffic Police Officer	July 31, 2021	Online
28	Class VII Founder's Day Activity	Class Teachers	August 6, 2021	Online
29	Independence Day-Cooking without fire activity (Grade VII)	Class Teachers	August 7, 2021	Online
30	Class VII Special Assembly	Class Teachers	August 10, 2021	Online
31	Founder's Day and Independence Day Activity-Fun, Food & Frolic (Grade VI)	Class Teachers	10th August 2021	Online
32	Independence- Art Activity (Grade VII)	Class Teachers	10th August 2021	Online
33	Founder's Day and Independence Day Activity-Painting Contest (Grade VI)	Class Teachers	11th August 2021	Online
34	CBSE "Gandgi Mukh Bharat" campaign	CBSE	12th August 2021	Online
35	Essay Writing Competition – 'Mera Gaanv Sabse Swachh'	CBSE	13th August 2021	Online
36	Painting Competition-Gandagi Mukh Mera Gaon	CBSE	13th August 2021	Online
37	Cleanliness and Sanitization Drive	CBSE	14-Aug-20	Online
38	Inter-Dynasty Quiz Competition on 'Our Mother Nation India'	Dynasty In Charges	August	Online
39	Shalom Conclave: 'Evolution 2021' Embrace The Change	Shalom School	August 31, 2021	Online

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40	CBSE Reading Week	CBSE	September 8-14, 2021	Online
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2.9 COMMUNITY OUTREACH

The school observes the following activities on regular basis apart from the additional community outreach program

- Joy of Sharing
- Visit to NGOs
- Visit to Orphanage
- Visit to Old Age Home
- Distribution of paper bags
- Green Rally
- Van Mahotasava
- Distribution of Plants

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	School website, Emails, School Calendar, Broadcast groups, Phone calls personal letters and Parent-Teacher's Meeting	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.	Parent teacher Meeting Managing Committee Meeting Meeting of Parent Teacher Association
Teaching Staff	General Staff Meeting with	Teachers are involved in all	A yearly planner is

	Principal/ Vice Principal. Departmental meetings with HOD, Whatsapp groups and effective communication with Reporting officers.	functions and events by Contributing their innovative ideas and creativity and to feel a part of the school.	drawn out at the beginning of the year defining the areas of responsibility for all the teachers. Teachers Day lunch – to encourage informal communication. Staff Picnic
Other Staff	Meeting 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
School Managing Committee	MCM is organized every three months	All reports are forwarded to the SMC for perusal.	
Board	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 is sent to one leading English and Hindi newspaper. The same is published within a span of one week	

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Major Concern 1: Develop students into active learners

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People In charge
Nurture students' effective learning skills to enhance motivation	Enhance students' understanding of their learning styles and equip students with learning skills Workshops	Feedback from teachers and students is positive	Evaluation meetings Students' performance in the learning processes Student	Whole School Year	Academic Enhancement Team Moral & Civic Education Team
	Incorporate learning skills into individual subjects		reflection on their learning skills		
Strengthen teachers' professional development to engage students in active learning	Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum	At least one intra-class sharing is conducted per term	Evaluation meetings Records of Staff Professional Development Team	Whole School Year	Staff Professional Development Team Class Reps and Subject teachers Subject coordinators
	External sharing	Student-centered teaching			
	Incorporate student-centered learning and teaching strategies at subject level Adopting diversified teaching strategies Making use of e-learning to engage students in learning Organizing learning experiences outside the school	strategies are applied at subject level Students show improvement in learning At least one learning activity outside school is organized by individual subject teachers /Subject coordinator in a year	Evaluation meetings	Whole School Year	Class Reps and Subject teachers Subject coordinators IT in Education Team

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<p>Motivate students of diverse abilities</p>	<p>Review and refine the curricula, quantity and quality of assignments and assessment Fine-tune subject contents, teaching materials, homework and assessment (e.g. Class Assignment) Provide academic enhancement programmes to strengthen students' academic abilities - Homework Guidance Class After School Remedial Class for core subjects -Subject-based academic support -Enhancement programmes for gifted students</p>	<p>Subject, contents teaching materials, homework policy and assessment policy are reviewed and refined 90% or above of students do not receive demerit for homework non-submission Students show improvement in learning Students show improvement in tests and examinations</p>	<p>Evaluation meetings Evaluation meetings Students' performance in learning, tests and examinations Record of homework non-submission Student participation and achievement records Records of Gifted Education Team</p>	<p>Whole School Year Whole School Year</p>	<p>Class Reps and Subject teachers Subject coordinators Academic Enhancement Team Academic Enhancement Team Class Reps and Subject teachers</p>
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Major Concern 2 : Enhance students' learning effectiveness through raising their language proficiency

TARGETS	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Provide English language	Refine programs for junior classes	Measures are implemented as scheduled Students show improvement in learning in those subjects Feedback from the related subject panels is positive Feedback from students is positive	Evaluation meetings Students' performance in learning, tests and assessments	Whole School Year	English Language Department Science Department
	Implement support measures for fine-tuned students switching to regular classes for subjects	The academic performance of the students is satisfactory	Evaluation meetings Students' performance in learning, tests and examinations	Whole School Year	Subject teachers
	Organize bridging programmes - Bridging Course - Mathematics -Technology & Living	Feedback from teachers and students is positive Students show improvement in learning	Evaluation meetings Students' performance in learning, tests and examinations	Aug & Sep	English Language Department & EMI content subject Department Mathematics Department Technology & Living Department
	Encourage teachers to participate in	At least one internal/external	Evaluation meetings	Whole School	Subject teachers

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	Language-related sharing activities	sharing activity is conducted per term Feedback from teachers is positive	Feedback of teachers on the activities	Year	
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Major Concern 2: Enhance students' learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of evaluation	Time Scale	People-in-charge
Enhance students' English proficiency	Strengthen the reading and writing skills of junior forms	Feedback from English Language Panel is positive Students show improvement in their reading and writing skills	Feedback from teachers and students is positive Students' performance in the reading programmes and activities is satisfactory	Whole School Year	English Language Department
	Implement cross-curricular reading activities to widen students' exposure to English	An English Corner is set up in all classrooms and the covered playground for displaying learning materials and students' work in English Regular displays of subject-related English materials are organized Majority of the ECA boards and display boards around the campus are in English	Evaluation meetings Students' performance in reading programmes and activities	Whole School Year	English Language Department content subject panels School Library

		All signs and notices posted on school premises are in English			
	Create an English text-rich environment	School events are conducted in English	Evaluation meetings	Whole School Year	English Language Department content subject Department Extra-curricular Activities and Services Groups Coordinating Team School Library
	Use English as the main language for school events	90% of students are awarded points for the English Award Scheme for joining English activities and competitions	Evaluation meetings	Whole School Year	Related functional units English Language Department
	Encourage students to participate in English activities and competitions		Evaluation meetings Records of students' participation in English activities & competitions	Whole School Year	English Language Department

Major Concern 3: Cultivate positive values through life education

Targets	Strategies	Success Center	Methods of Evaluation	Time Scale	People-in-charge
Cultivate positive learning attitudes through character building (self-confidence and sense of responsibility)	Further enhance the self-confidence and sense of responsibility among students Organizing experiential activities and workshops during Ethics lessons and activity days - Providing opportunities for students to organize and participate in activities or competitions - Organizing class-based programmes	Activities are held as scheduled Students demonstrate their self-confidence and sense of responsibility in activities or competitions Class-based programmes are organized Feedback from teachers and students is positive	Students' performance in the activities Class teacher report Teachers' and students' feedback Evaluation meetings	Whole School Year	Moral and Civic Education Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Discipline Team Class Teachers Coordination Team Academic Enhancement Team
	Provide parent education programmes to support student development	Programmes are held as scheduled 80% of parents are satisfied with the programmes Information is delivered in a timely way	Questionnaire Evaluation meetings	Whole School Year	Counseling Team PTA

Foster students' respect for life through self improvement and care for others and the community	Enrich the life education elements in learning activities and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life	Activities are held as scheduled Feedback from teachers and students is positive	Students' performance in the learning activities and during the lessons Teachers' and students' feedback Evaluation meetings	Whole School Year	Counseling Team Religious Studies Panel Moral and Civic Education Team
	Invite guests / teachers to share life stories with students	At least one guest /teacher is invited per term Feedback from teachers and students is positive	Teachers' and students' feedback Evaluation meetings	Whole School Year	Moral and Civic Education Team
	Strengthen the role of student leaders and enhance their leadership skills - Organizing a leadership - Organizing leadership training programmes for the chairpersons of some service teams - Providing opportunities for class committee to organize class activities - Providing more	80% of students are satisfied with the leadership training day camp 80% of chairpersons are satisfied with the leadership training programmes Students' leadership skills are enhanced Feedback from teachers and students is positive	Questionnaire Class teacher report Teachers' and students' feedback Evaluation meetings Records of Extra-curricular Activities and Services Coordinating Team	Whole School Year	Extra-curricular Activities and Services Groups Coordinating Team Class teachers

	posts for junior class students to take up in ECA clubs and community service - Enhancing the effective				
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Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge
	Provide systematic career and life skill programmes across all levels to help students explore and Discover their purpose in life - Enhancing students' self-understanding and raising students' awareness of career and life planning - Equipping students with career and life planning skills and career-related experiences for enhancing students' career decision-making – Enriching students' knowledge of multiple pathways	Programmes are held as scheduled Feedback from students and teachers is positive	Teachers' and students' feedback Evaluation meetings	Whole School Year	Career and Life Planning Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Big Sister Team

	Enhance students' caring spirit towards others and the community - Organizing and coordinating activities that promote the caring spirit - Providing service learning opportunities to help students develop a heart to serve others	Caring spirit is incorporated into subject curricula Activities are held as scheduled Feedback from teachers and students is positive	Evaluation meetings Teachers' and students' feedback	Whole School Year	Class Reps and subject teachers Functional units Social Service Team
	Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions	Debriefing sessions are held Feedback from teachers and students is positive	Evaluation meetings Teachers' and students' feedback	Whole School Year	Functional units Social Service Team Subject panels

OBJECTIVE OF ANNUAL PEDAGOGICAL PLAN

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.

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8. To support the school commitment to expand access, equity, diversity, and enrollment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial partnerships.

3. GUIDELINES OF IMPLEMENTATION OF ANNUAL PEDAGOGICAL PLAN

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