



**BHARATHIDHASANAR PUBLIC
SCHOOL - PANAPAKKAM**



ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

School's Vision & Mission Statement:

“EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE” – W.B.YEATS

We, the management of Bharathidhasanar Public School (BPS) are striving to light up fire within each and every student who has enrolled with us. In the process, we treat the parents, students, teachers, and other facilitating staff as partners and seek highest order of co-operation in achieving our set standards viz. TOP QUALITY EDUCATION TO ALL STUDENTS SO AS TO EXCELL IN PROFESSIONAL AS WELL AS PERSONAL LIFE.

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.

SCHOOL INFORMATION

School Name with complete address and phone number(s), email ID, Website

Name Of The School	:BHARATHIDHASANAR PUBLIC SCHOOL
Complete Address	: Peruvalayam Road, Panapakkam,Ranipet District-631052
PHONE Nos.	:04177-252305
Email Id	:principalbbspkm@gmail.com
Website	:www.bhmsschool.edu.in
Name of the Principal	:Mrs.M.Subashini B.B.A,M.A,
Contact No.	:84384 34822
Email ID	:principalbbspkm@gmail.com
Type of School	:INDEPENDENT
No. of Students	: 800
Location Type: Urban / Rural /Hilly Area	:Rural
Is the school a minority school?	:No

NUMBER OF STUDENTS ON ROLL (CLASS WISE) 2023-24:

CLASS	PRE KG	LKG	UKG	I	II	III	IV	V	VI	VII	VIII
NO. OF SECTIONS	1	2	4	3	3	3	2	2	2	2	1
STUDENTS ON ROLL	8	50	144	112	83	94	80	72	53	64	35

SCHOOL ACADEMIC PERFORMANCE**❖ PASS PERCENTAGE DURING THE LAST ACADEMIC SESSION (2022-23):**

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE
PRE KG	17	17	100%
LKG	141	141	100%
UKG	106	106	100%
CLASS I	81	81	100%
CLASS II	88	88	100%
CLASS III	72	72	100%
CLASS IV	64	64	100%
CLASS V	47	47	100%
CLASS VI	63	63	100%
CLASS VII	33	33	100%

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, Co
- ❖ laborative learning, Diagnostic Measures
- ❖ Inculcating the environment and ecological consciousness, educational trips (subject to conditions)
- ❖ Enhancing Digital information and technology, Step ahead programme
- ❖ Skilled, Empowered and Supportive faculty
- ❖ Collaborative and Team work, Remedial PTMs
- ❖ Annual Progression, Communication Feedback,
- ❖ Regular Morning Assembly, Swachh Bharat Abhiyaan Project, Physical Sports and Safety
- ❖ Multiple Intelligence based activities, Language learning programmes through Drama and theatre, Formation of Student's Council
- ❖ Reading Enhancement project, Green School Movement, Green School Programme
- ❖ Special assemblies, Annual Sports Meet, Annual Day Excursions
- ❖ 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
- ❖ Progressive approach towards Innovation and Invention
- ❖ Actionable Feedback to the parents
- ❖ Motivational Workshops, Annual Inter School Debates
- ❖ Eco rally and Green Drives
- ❖ Budding Talents
- ❖ 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, 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:

GROUP	REGULAR
PRE PRIMARY	7
PRIMARY	5
MIDDLE	6
SECONDARY	5
WELLNESS TEACHER	1
SPECIAL EDUCATORS	1
PETs	2
LIBRARIAN	1
MUSIC TEACHERS	1
YOGA TEACHER	1
SILAMBAM TEACHER	1
COUNSELLOR	1

ANNUAL PEDAGOGICAL PLAN 2023-24

PEDAGOGICAL PLANNING COMMITTEE

NAME	DESIGNATION	ROLE IN P.C
<ul style="list-style-type: none">• Smt.Subashini• Mr.SaranRaj• Mr.Thangabaranidharan• Ms.Yuvasri• Ms.Venmani	<ul style="list-style-type: none">• Principal	<ul style="list-style-type: none">• Mentor• Planning Framework• Planning Framework• Executive & Action• Executive & Action

STAKEHOLDERS CONSULTED	AGENDA DISCUSSED IN REGULAR MEETINGS
Teachers Parents PTA, SMC Student Council	Session Planning Annual Calendar Curriculum - Mapped with NCF and NEP guidelines Art Integration curriculum, Hands on learning, Experiential, Online and E-Resources, PTMs Sports events and Competitions Important days and festivals Decorum of School policies School's Fee Mental and Emotional well being of the students Added qualifications and professional development certification of the staff Teaching-Learning practices, methodology and pedagogy

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 behavior. Bharathidhasanar public school, Panapakkam, 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

BPS - 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 BGS 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.

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 BGS, 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. This 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 BPS, 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 BGS 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 BPS, PANAPAKKAM 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
- Teachers are able to understand their students as individuals and not only as students

Apart from the listed above BPS has its infrastructure as below segment-wise :

Name of the Resource/s

BASKETBALL COURT

FOOTBALL GROUND

VOLLEYBALL COURT

OUTDOOR PLAY AREA

ART ROOM

ROBOTIC LAB

MUSIC ROOM

DANCE ROOM

LIBRARY

MATH LAB.

COMPUTER LAB.

BIO. LAB

CHEMISTRY LAB

PHYSICS LAB.

SMART CLASSROOMS

ONLINE EDUCATIONAL PLATFORMS

AUDITORIUM

COMPOSITE SCIENCE LAB

COUNSELOR ROOM

STEM PARK

VEGETABLE GARDEN

SCIENCE PARK

PEDAGOGICAL STRATEGIES

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

STAKEHOLDERS CLASS	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6	SUBJECT 7
CLASS I	ENGLISH	TAMIL	HINDI	MATHS	SCIENCE	COMPUTER	***
CLASS II	ENGLISH	TAMIL	HINDI	MATHS	SCIENCE	COMPUTER	***
CLASS III	ENGLISH	TAMIL	HINDI	MATHS	SCIENCE	SOCIAL	COMPUTER
CLASS IV	ENGLISH	TAMIL	HINDI	MATHS	SCIENCE	SOCIAL	COMPUTER
CLASS V	ENGLISH	TAMIL	HINDI	MATHS	SCIENCE	SOCIAL	COMPUTER

** LOGICAL & REASONING, GK, VALUE EDUCATION, ART, MUSIC, YOGA, P.E.T, KARATE, SKATING,SILAMBAM

MIDDLE SCHOOL

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

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 BPS 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

- Principal 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 Principal, amendments are to be done which are further reviewed by the academic coordinator and finally validated by the correspondent. 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 to be prepared on revised bloom's taxonomy method
- 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 every week.

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

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

The various teaching strategies used are as follows:

1. Role playing
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. Presentations
10. Field Trips

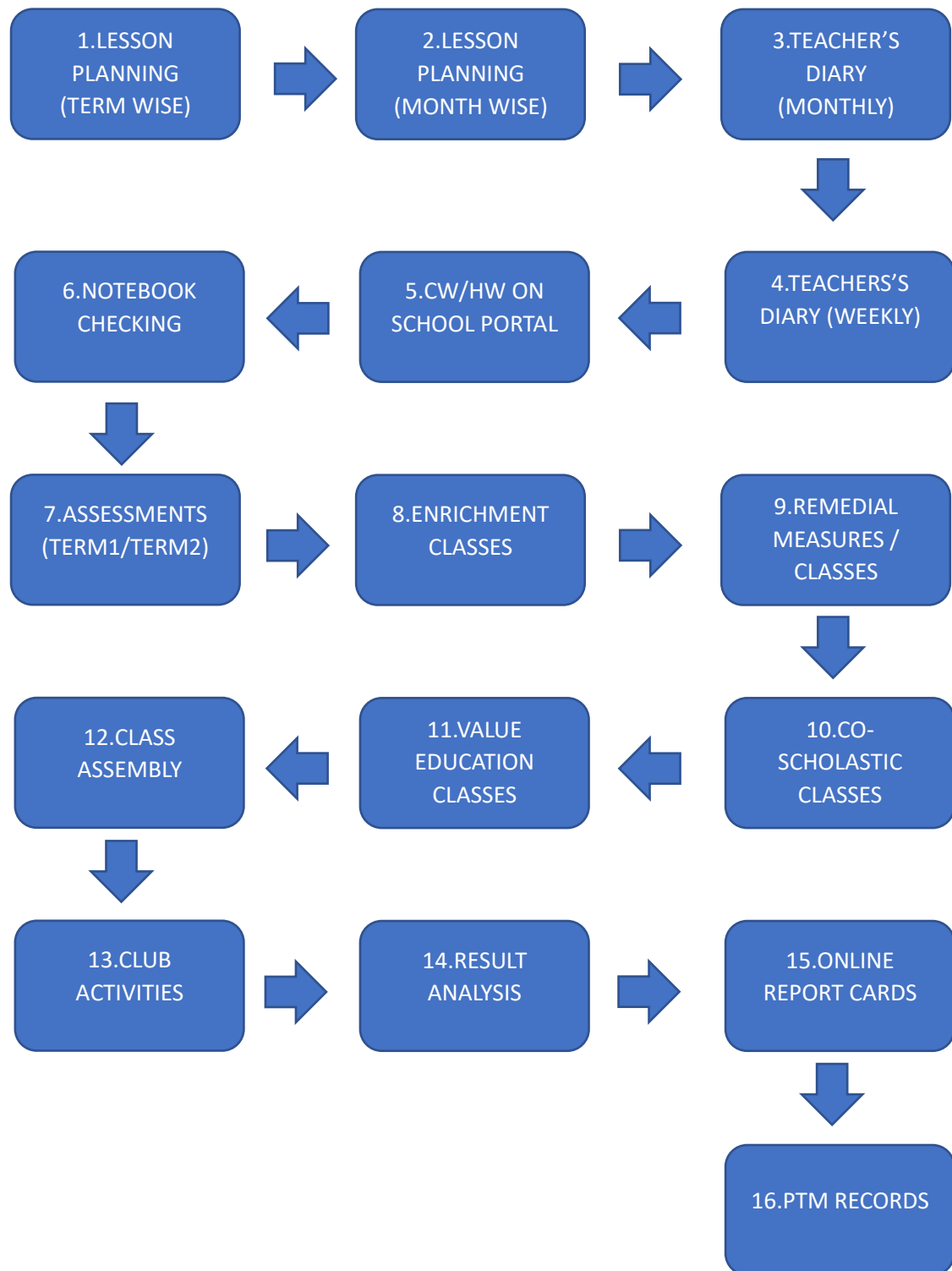
Assessment tools and rubrics for each class and each subject

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
- Daily and Monthly Audit
- Newsletter-Quarterly
- Weekly Planner
- Monthly Planner
- Month End documents
- CBSE Cell
- Examination Cell
- CBSE Workshops
- Certificates given to the parents of the students who all are participating in Interschool events
- Experiential learning
- Online Report Card
- Remedial students – Parents: PTM
- Monthly Syllabus
- Class Audits
- Self/Staff Appraisal
- School exhibitions
- Interschool Competition

STUDENT DEVELOPMENT PLAN

SDP 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 extrato 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, 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 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 peerteaching.
- 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 (Daily) vice principal(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.

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.
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
			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.

COLLABORATIVE ACTIVITIES

Name of the Activity	Classes Involved
Poster Making	IV-V
Declamation	III-IV
PPT Showing in zero period	III-V
Quiz Competition	III-V

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)

COMMUNITY OUTREACH

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

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

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 that is productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.
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.

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.