BHADRACHALAM PUBLIC SCHOOL & Jr. COLLEGE
SARAPAKA - 507128
AFFILIATED WITH C.B.S.E

ANNUAL PEDAGOGICAL PLAN

ACADEMIC YEAR 2023 - 2024

SCHOOLDETAILS
GENERALDETAILS

NAMEOF THE SCHOOL:	BHADRACHALAM PUBLICSCHOOL & Jr COLLEGE
NAME OF THE PRINCIPAL:	PRASHANT U. KITKULE
MANAGEMENT:	ITC BHADRACHALAM EDUCATION TRUST (RUN BY ITC)
ADDRESS:	SARAPAKA 507128 (TELANGANA)
PHONE NUMBER:	8308660900
WEB SITE:	www.itcbps.org
E-MAIL ID:	57512@cbseshikha.in , bpschoolprincipal@gmail.com
SCHOOL AFFILIATION NO.:	3630006
SCHOOL CODE:	57512
YEAR OF AFFILIATION:	**UP TO 31ST MARCH'2024**
VALIDITY OF AFFILIATION:	2029
TOTAL NUMBER OF STUDENTS:	2425

SCHOOLINFRASTRUCTURE

S.NO	PARTICULARS		DETAILS
1.	Assembly Ground		01
2	Play ground		01
3	Basketball court		01
3.	Total number of rooms		00
4.	Principal's Office		01
5.	Classrooms		63
6.	Labs	Chemistry Lab	01Each
		Physics Lab	
		Biology Lab	
		Mathematics Lab	
		Computer Lab	
		Home Science Lab	
		Computer labs	03
7.	Library		01
8.	Auditorium		01
9.	Sports Room		01
10.	Art and Craft Room		01
11.	Activity Room		03
12.	Language Room	English	01Each
		Hindi	
13.	Staff Rooms		06
14.	Dispensary		01
15.	Girls Toilets		06
	Boys Toilets		06
	Staff Washrooms		05
16.	Playground		02
17.	Pantry		01
18.	Hostels		00
19.	Pool		00
20.	Canteen		00

ANNUAL PEDAGOGICAL PLAN COMMITTEE MEMBERS

S. No.	Name	Designation	Role
1	Mr. Prashant U Kitkule	Principal	Leader
2	Mr. Rajesh Shrivastava	Vice- Principal	Curriculum In-charge
4	Mr. Sirish Raja	PGT Social Science	HOD Social Science
6	Dr. Padmanabha Rao	PGT Hindi	Co-scholastic in-charge
7	Mr. GNV Raja Reddy	PGT Computer Science	IT Cell Head/ Disciplinary Head
8	Mr. K. Naga Durga Prasad	HOD Maths	HOD Mathematics
9	Mr. MVS Ratna Devi	PGT Science	HOD Science
10	Mr. B. Siva Keshava Rao	TGT Computer Science	IT Technical

OBJECTIVES OF PLAN

Empower our scholastic and Co-scholastic approaches to make the student confident.

Strengthen the teaching-learning process to make it student-centered.

Empowering our teachers with well-planned competencies.

Ensuring the safety of the student and developing a pleasant environment in school with the active involvement of parents for the holistic development of the student.
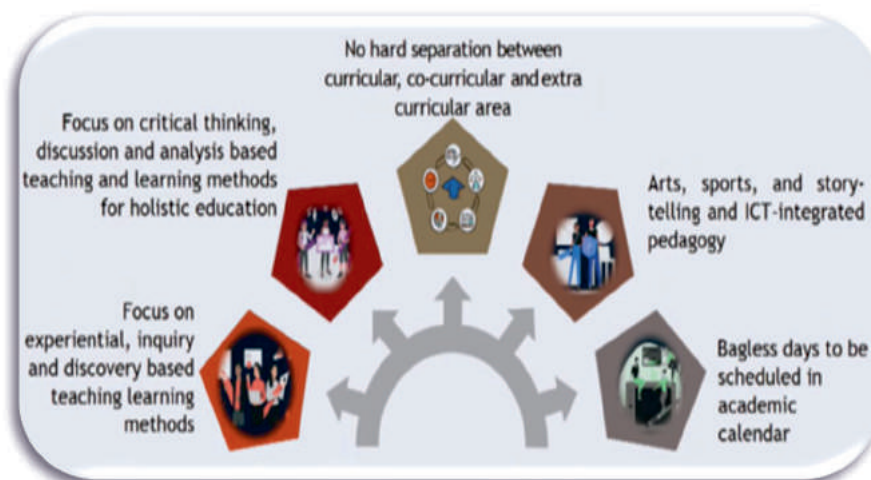
To develop approaches of students in real-life experiences.

To develop scientific skills in students of doing from learning.

To have excellent academic performance

FEATURES OF THE PEDAGOGICAL PLAN

- Implicit guidelines and processes for a safe and nurturing environment with emphasis on safety, security and mental well-being of students.
- Creating a culture of thinking, empathy, social and moral responsibility through conscious efforts.
- Embedding 21st century skills in the curricular transactions, and in the cocurricular and extra-curricular and sports activities so as to equip the learners to meet present-day needs and prepare for future challenges and requirements.
- Term plans with systematic division of the curriculum, considering the continuity and difficulty levels of the concepts.
- Assessment of aptitude and learning needs of each child and ensuring need based instructional facility
- A wide range of Assessment Tools and Rubrics for each class and subject.
- Student Appreciation practices like; Student of the Month and Star of the Week to appreciate and acknowledge students' academic excellence, functionality, regularity etc.
- Regular assessment of Training needs of Teachers at all levels.
- Advance In-service Teacher Training schedule, considering various needs of Class room management, attitude of teachers and effective pedagogy.

No hard separation between curricular, co-curricular and extra curricular area

Focus on critical thinking, discussion and analysis based teaching and learning methods for holistic education

Arts, sports, and story-telling and ICT-integrated pedagogy

Focus on experiential, inquiry and discovery based teaching learning methods

Bagless days to be scheduled in academic calendar

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- Well tested techniques and approaches to support the low achievers through Remedial classes, Doubt discussion classes etc.
- An outstanding feature is the community out-reaches by planning and executing the Integration Programme (Inclusive Education) of children with special needs, in mainstream.
- Orientation programmes for students on Time Management, Career Counseling etc.
- Plan is based upon inclusive education where individual differences are kept in mind while designing the pedagogy and teaching learning process
- Our Plan is time bound and progressive in nature and effective measures are employed to execute this plan successfully.

Domains of BPS Annual Pedagogical Plan
(Scholastic Area)

How will be BPS pedagogy'? Which will be its factors and characteristics and domains? With these two questions we started working on Academic Pedagogical Plan for our Bhadrachalam Public School. Here are a few ideas as a kind of quick overview, with general summaries for each domain. We've added 'objectives' for each domain so that we can begin to see how existing and emerging initiatives (e.g., personalized learning), trends (e.g., the flipped classroom), and buzz words (e.g., digital footprint) might fit into each.

Obviously, these ideas are under-developed here because this is an Annual Plan. Our only hope is that this thinking can help frame our thinking a little–help clarify the elements of BPS pedagogy. Teaching embedded with text & digital is crucial to modern pedagogy. This is related to Learning Spaces and is a specialized form of knowledge. Who can I work with, learn from and publish for to solve problems and create opportunities important to me?

1. **Learners** can create and participate in overlapping physical and virtual learning spaces for sustained and authentic experiences. In offline & online learning platforms knowledge is used, curated, and stored, making them 'platforms' for inquiry and natural sources of collaboration and creativity.
   Objectives: place-based education, self-organized learning environments, flipped classroom, publishing, identity, streaming, innovation

2. **Emergence & Adaptation:** A defining characteristic of the 21st- century is rapid and ceaseless change. Emergence and adaptation are as much a part of teaching as assessment and curriculum. What is a 'classroom'? How are we changing and why? Is this designed to translate to emerging circumstances? What should change and what should not?
   Objectives: adaptive learning algorithms, met cognition, globalization, personalized learning, learning models, artificial intelligence

3. **Literacies & Knowledge Forms:** Changing media forms place new demands on literacy patterns and pedagogical emphases. Research, data, publishing, social network use and more all have their own rules—& each requires unique literacies to master. Further, these will always be changing.
   Objectives: reading, writing, research, data, networks, coding, decoding, copyright/Creative Commons, modality

4. **Place & Perspective:** The duality of modern identity (Virtual and physical) creates new opportunities— and new reasons—for students to learn, connect, communicate and create. This is where knowledge, skill, and human character converge. This may or may not mean 'global connections.' Rather, this domain of modern teaching and learning underscores new ideas embedded in citizenship: local versus global, physical versus digital, political versus creative, Needs-based versus Opportunities-based, and more.
   Objectives: critical literacy, personalized learning, knowledge demands, mobile learning, mentorship, wisdom

Timely coordination with parents to review, inform and update the progress of the child.

5. **Critical & Rational Thinking:** Critical thinking, rational thinking, creative thinking, and adaptable patterns of inquiry are replacing content knowledge as the core of learning circumstances. Adapting creative and 'growth' mindsets are also a part of this effort.

   This can be partly reduced to very basic and critical questions such with What? Why? How? etc.

   Objectives: inquiry-based learning, Project-Based Learning, social improvement, civic participation, learning taxonomies

6. **Analytics & Personalization:** While generally misused today, analytics can (theoretically) be used to predict and personalize many facets of teaching & learning, complexity, content, and more. Artificial Intelligence will eventually revolutionize this practice. For now, it's useful to see the role that data *does* play in teaching and learning while guessing what role data *could be* playing in teaching and learning.

   Objectives: assessment, digital portfolio, social traction, learning feedback, data, visual information, feedback loops

7. **Feedback & Assessment:** Understanding is perishable and performance is fluid. New assessment forms provide smarter and more timely learner feedback and visualized progress metrics, replacing tests, letter grades and other static snapshots (that are reductive, misleading, and dated as soon as they are given).

   Objectives: publishing, connected learning, portfolios, letter grades, standardized tests, data, analytics, AI

STRATEGIC PEDAGOGICAL PLAN IN SCHOLASTIC AREA FOUNDATION & OLYMPIAD PROGRAMME

Objectives:

The key objective of conducting Foundation Classes and Olympiad Classes:

To make the students understand and master basic concepts in the subjects of Mathematics, Physics and Chemistry and social science.

Secondly to encourage students to apply the concepts learnt to real-life situations. Hence these programmes encourage our students to view beyond textbooks for learning.

Thirdly to help students not only understand better what is taught in regular school classes, but also to develop the acumen which will give them a distinct edge over the rest of their peers. This results in better performance in board or final exam as well.

Above all to help students prepare for various talent search exams like NTSE, CAT, Science / Math / English / social science Olympiad and Cyber Olympiad as well.

Programme highlights:

With the above said objectives,

Foundation program for grades 8 & 9

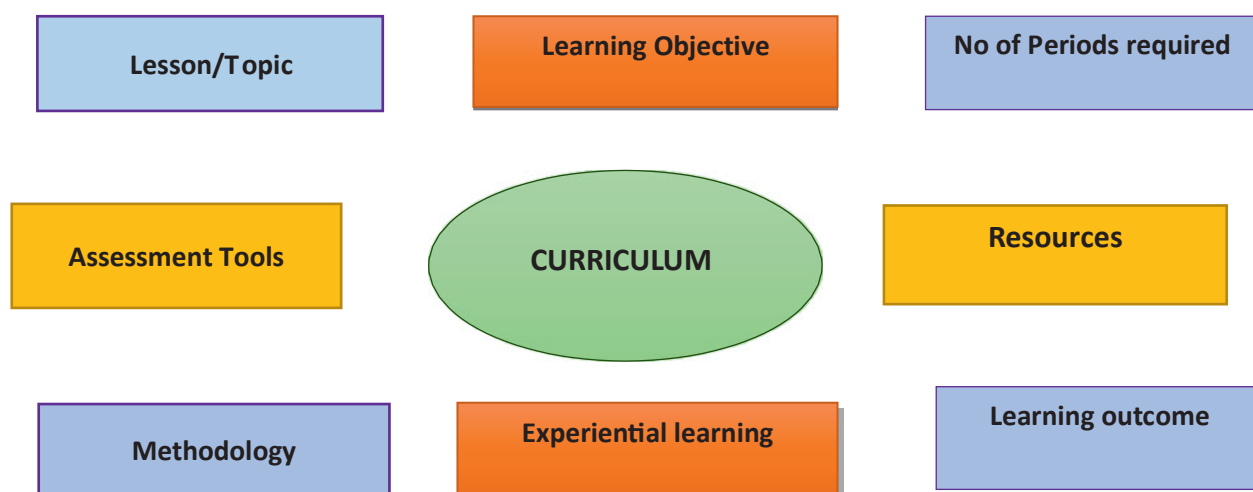Basic foundation program for grades 3 to 7 is planned.

Assessment:

4 weekly tests followed by a grand test.

PEDAGOGICAL SOLUTION

A pedagogy plan is a yearly plan for teachers and schools for a complete year. The main aim of the pedagogical plan is to make the teaching and learning process more constructive, collaborative, integrative, reflective and inquiry-based. The school has a protocol that is followed, we have a "vision" and a "motto" too, but the pedagogical solution makes it easy to achieve by giving a path. Most of the part of pedagogy remains the same fora long time. But due to pedagogy, we find the revised depth to look at the curriculum, where we could focus to make the learner achieving the learning goal by doing. It gives a broader spectrum to the teacher, who is more a mentor, to use real-world examples to explain the situation. It gives a collaborative view to all the subjects by integrating activities different subjects. It promotes aesthetic sensibility and experiential learning and at the same time, teachers are very much prepared with different resources. The plan makes it easy to make a student have holistically developed.

Our pedagogical plan tries to cover all the attributes:

Lesson/Topic	Learning Objective	No of Periods required
Assessment Tools	CURRICULUM	Resources
Methodology	Experiential learning	Learning outcome

Values of the school:

Honesty, sincerity, impartiality in work and conduct
Practicing transparency, equality, collaboration with stakeholders
Inclusiveness, gender equality
Social and religious tolerance
Providing equal opportunities for all

Areas of strength in Bhadrachalam Public School:

Spacious modern classrooms
Good transport connectivity
Special attention to slow learners
Cordial relationship with stakeholders
Good understanding and co-operation amongst staff
Good parent – teacher rapport
Collaborative work culture amongst faculty
Good ambience and peaceful environment

Areas of improvement

Change of mind set
High quality of teaching and learning
Create a culture of joyful learning
Encourage teachers to facilitate learning and develop 21stcentury skills
Become literate as a leader of digital learning environments
Develop teachers' skill to interpret student performance data to improve student learning
Need to motivate to practice new innovative pedagogies

Opportunities

Encourage teachers to observe and study effective instructional practices of colleagues in their
own school as well as in other schools
Organize in-school work shops, trainings and talks calling experts and also by the school leaders
data based on identified school needs
Encourage teachers to enroll for online professional
Courses for advanced learning
Design professional development modules, by using technology solutions that help teachers shift
practice from being teacher centric to student centric

Threats

Moral reasoning and ethical sensitivity
Personal, social and emotional development
21stcentury skills
Attainment and progress across all school subjects
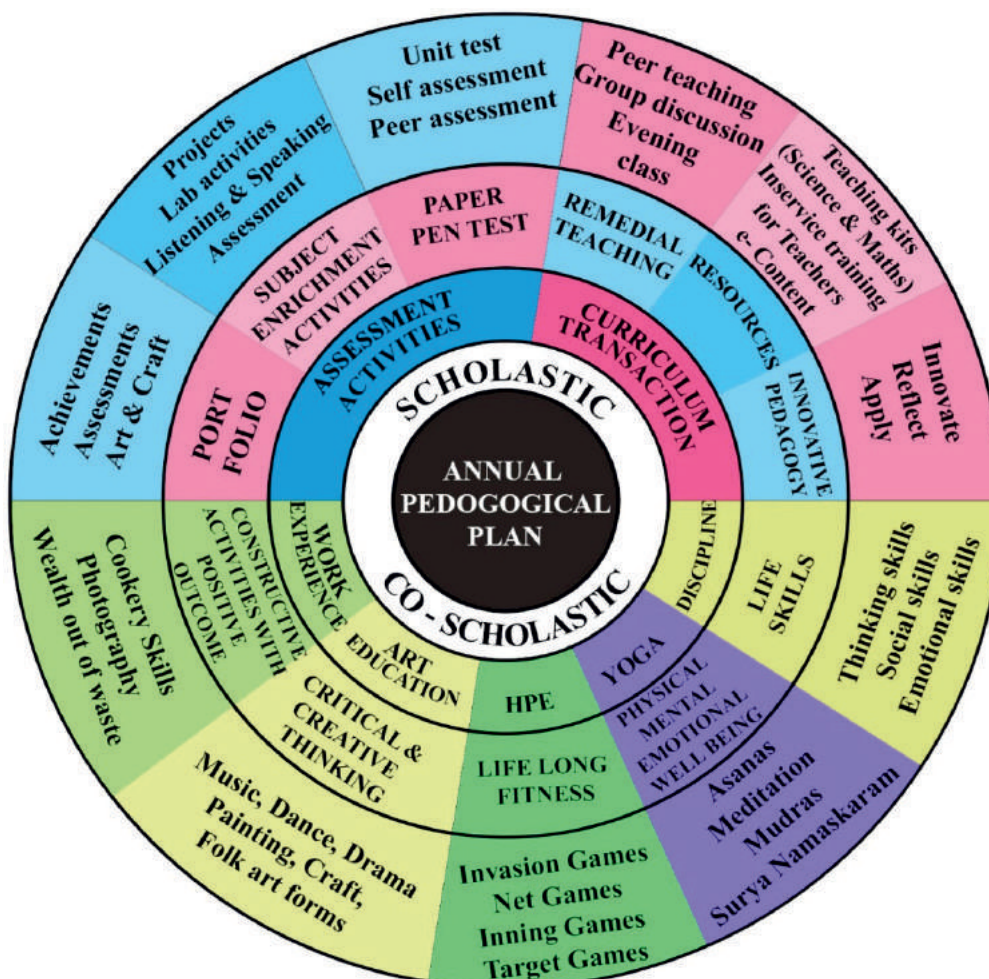
OUR PEDAGOGICAL VISION:

At BPS we personalize our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaning learning engagements. Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on–one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitating students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need. Teachers share and refine their practice by learning and working in teams. They conduct Action Research relating specifically to the needs of the students whom they teach and provide each other with professional feedback outlining the best practices. Mutually respectful working relationships exist between staff, parents and the broader community, focusing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences

Our Teaching Learning Approach To ensure students are engaged and involved in their learning at BPS we personalize learning in the following ways:

Personalized learning at BPS is carefully planned curriculum based on each individual child's needs which includes:

The BPS innovative curriculum for the Pre-Primary is to bring about the objective by reinforcing concepts, ideas, skills and activities at this stage not only from the teacher's point of view but also for the parents to comprehend what is being done in the classroom.

The main thrust of our curriculum is based on innovative and creative activities in and outside the classroom. We have a well-planned pre-school program which consists of the integrated project -based activities. **Well Planned Pre School-Program as per NEP. (5+3+3+4)**

TEACHING METHODOLOGY/ EFFECTIVE INNOVATIVE TEACHING:

The biggest challenge any teacher faces is capturing the students' attention and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen effective innovative ideas are implemented for better classroom experiences. We keep on introducing new projects taking along the previous ones. Listed below are some of the strategies we follow.

- **CREATIVE TEACHING**-Taking the help of creative tools to stimulate creativity, we include playful games or visual exercises that excite the young minds and capture their interest. Also, this encourages them to come up with their ideas and gives them the freedom to explore. **-E**

- **LEARNING**- We in-cooperate e-learning in our sessions with power point presentations, movies, pictorial materials and audio-visual tools that help their imagination thrive and grow and understand the concepts better.

- **BRAINSTORMING**- These sessions are a great way to get the creative juices flowing with multiple brains focusing on one single idea to get numerous ideas involving everyone into discussions.

- **REAL WORLD LEARNING**– We link our lessons to real world learning infusing real world experiences. Relating and demonstrating to real life situations makes material easy to understand and learn. It sparks their interests and makes the sessions all the more interesting.

- **CLASSES OUTSIDE THE CLASSROOM**- Some lessons are best learnt, when they are taught outside the classroom in the lap of nature. Children find it fresh and exciting and the learning remains forever with them.

- **ROLE PLAY**- Teaching through role play, story dramatization, dance, music, rhymes are a great way to make children step out of their comfort zone and develop their inter personal skills.

- **SUBJECT INTEGRATION** - Our curriculum is structured to nourish the whole being-the mind, heart and body. So, all the activities are creatively balanced with the subjects to bring about the best learning.

- **ASSESSMENT OF LEARNING** - It involves working with range of available evidences throughout the process of activities that enables the teacher to check the child's performance and keep the track of one's progress, identify the learning gaps, their strengths and weaknesses, anecdotes and help them overcome using various remedial strategies.

Assessment-Evaluations are conducted according to uniform system of assessment guidelines by CBSE. Assessment is indicated in grades according to an eight-point grading scale for scholastic area and a three-point grading scale for co-scholastic areas.

Scholastic Assessment (Subjective)-The assessment structure and examination for classes I to VIII comprises of two terms Term-1 and Term-2

July: First Periodic Assessment
September: Half Yearly (Term-1)
November: Second Periodic Assessment
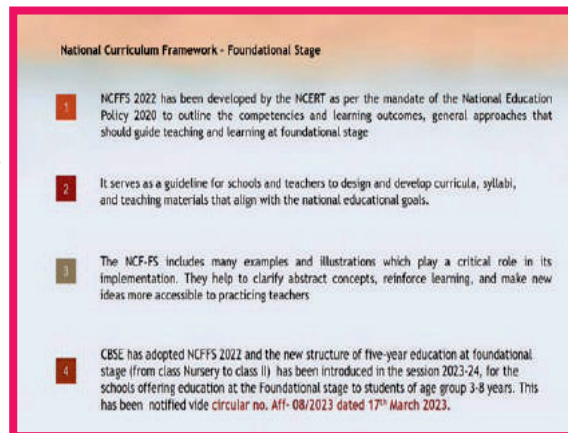**March:** Annual Exam (Term-2)

Half Yearly and Annual Exam will be of 3 hrs. duration. Re-test will only be on grounds of medical leave, death of an immediate family member or representing the school in competition.

Co-Scholastic Assessment-Students is be assessed term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output and teamwork is the generic criteria for grading in the co-scholastic activities:
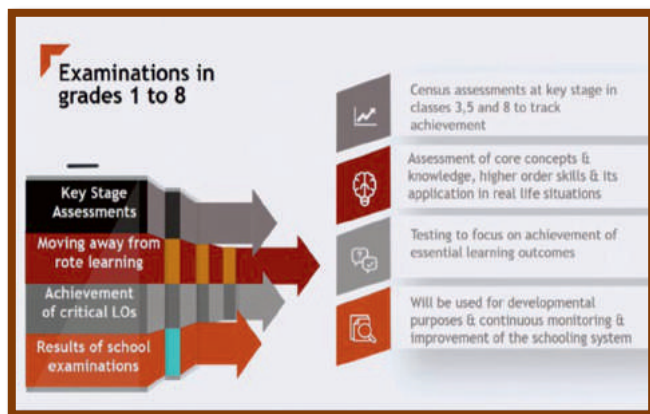
IN BPS we are following the guiding principles proposed by NCF-2023:

- Connecting knowledge to life outside the school.
- Ensuring that learning shifts away from rote methods. Enriching the curriculum to provide for overall development of children rather than being textbook centric.Making examinations more flexible and integrated into classroom life.

- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country towards values which are based on reason and understanding.

- A clear orientation Independence of thought and action points to a capacity of carefully considered, value-based personal & collective decision-making. Sensitivity to others' well-being and feelings, ensure integration of work with education. Work related experiences should be sufficient and broad based in terms of skills and attitudes. Creativity in arts literature and other domains of knowledge is closely linked. Aims and objectives:

- "Nurturing Life-skills"

"Integration" connection between knowledge and application.
"Upholding Constitutional values"

"A global perspective" keeping pace with the 21st century skills and the global trends, enhance learner's ability to stay interconnected and transform yourself to take individual responsibility.

"Lifelong learning" to lead to active exploration, problem solving, and the use information and languages to lead to social transformation.
To enhance self-awareness and explore innate potential.
To promote capabilities related to goal setting, decision making and lifelong learning.
To nurture communication and interpersonal skills.
community, and focus on preserving environment.
To foster cultural learning and international understanding in an interdependent society.

- To strengthen knowledge and attitude related to livelihood skills.
  To acquire the ability to utilize technology and information for the betterment of humankind.
  To develop abilities related to thinking skills and problem solving.
  To develop creativity and the ability to appreciate art and showcase one's own talents.
  Collaboration between home and school.
  Project based learning to build research capabilities.
  Emphasis on inclusion strategies.
  General and specific teaching and assessment objectives.
  Emphasis on multiple modes of assessment through descriptors of good performance.
  Integrated activity-based program on Environmental Education from classes I-XII.
  Syllabus Includes:

  Pedagogical goals of the school.
  Subject specific pedagogical objectives
  Mapping of units with pedagogical objectives
  Resources/activities to achieve the unit wise pedagogical objectives
  Pedagogical outcomes
  Assessment directives
  Feedback rubrics Lesson/ Unit Plans: Specific learning outcomes. Unit/topic learning contexts
  Pedagogical strategies
  Flow of lesson/unit (including activities/ experiments/hands-on-learning)
  Formative assessment tasks
  Remedial teaching plan
  Interdisciplinary Linkages
  Infusion of Core (Life-skills, Values, Gender sensitivity etc.)

  Resources

  All this is to facilitate spiritual, ethical, social, growth, and development.
  To enhance learners' innate potential for holistic development.

Main Learning Outcomes for Curriculum Learning Areas:

1. Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
2. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world.
3. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge, and develop attitude, skills and values to make rational decisions in relation to it.
4. Learners understand their cultural, geographical and historical milieus and gain in depth knowledge, attitude, skills and values necessary to bring about transformation for a better India.
5. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.
6. Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
7. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
8. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
9. Learner's value and engage in practices that promote personal, physical as well as mental and cognitive development, and wellbeing.
10. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their constitutional rights as well as duties, and behave responsibly.

The school academic plan focuses on -Pedagogical goals of the school for the session

- Subject focused pedagogical objectives
- Mapping of units with pedagogical objectives
- Resources/activities to achieve the unit wise pedagogical objectives
- Pedagogical outcomes
- Assessment directives
- Feedback rubrics This plan will also contain specified descriptions on how to infuse the seven core areas (including Life Skills Education, Values Education, Gender Sensitivity, Environmental Education, Information Technology Education, Human Rights Education, Health and Wellness Education) into the teaching of each subject. It is a good idea to involve parents in formulating this plan. The plan is an effective tool to let parents connect and support the pedagogical practices of the school. Lesson/ Unit Plans/ Lesson plans for the topics will be prepared by the teachers within their faculty. This will be supported by School Curriculum Plan (Syllabus). Some important components of this plan can be:
- Specific learning outcomes
- Unit/topic learning contexts
- Pedagogical strategies
- Flow of lesson/unit (including activities/ experiments/hands-on-learning) XV
- Formative assessment tasks
- Remedial teaching plan
- Interdisciplinary Linkages
- Infusion of Core (Life-skills, Values, etc.)
- Resources (including ICT) the component of remedial teaching is to be drafted keeping in view differentiated instructional requirements of the individual learners. As the learning difficulties are observed the remedial teaching must be taken up. This should be planned with a mutual understanding with the parents and they should be informed about how the remedial instruction is being provided.

DESCRIPTOR1: Engaging in Teachers' Professional Development					
STEP1	STEP2	STEP3		STEP4	STEP5
Where are we now As a school?	What do we Need to do in the coming year?	How will we Achieve what We want to do?	Who is responsible?	What is the time line For implementation?	What will the impact Look like?
Organization of virtual And offline training Workshops and Webinars based on Identified schools needs In collaboration with All the depts.	Empower Teachers to Become agents of change. Promote Reflective and Meta cognitive thinking practices.	Create Opportunities for Continuous and comprehensive professional learning. Establish smart Targets to teachers.	HODs Vice-Principal Senior teachers and Coordinators	Final draft1st June 2023 to 10th June 2024 Implementation: 12/06/2023	Teachers Will be able To implement NEP2020 effectively. All teachers will use Rubrics to determine the attainment of learning outcomes.

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		DESCRIPTOR2: Initiating Innovations in schools			
STEP1	**STEP2**	**STEP3**		**STEP4**	**STEP5**
Where are We now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Create opportunities For student Learning and innovation. Expand teachers' perspective About innovative pedagogies. Create a Culture of innovation.	Build expertise, Knowledge and Necessary skills of Teachers and students. Provide The freedom to Explore and the Time for ideas to Incubate and develop.	Challenge teachers to try innovative Pedagogies and Provide Opportunities to Reflect on their experience. To Provide Incentives and Show appreciation By giving away certificates, cash Prize etc.,	School head Subject teachers Mentors Concerned Education Officer	To be completed in quarter1: 1stJune2023 to1stAugust2023 review, reflection and Modification from2nd August to 31thAugust 2023. Final draft 1stAugust to 30thSeptember202 3 Implementation:1st November2023.	Focus on competency Building by encouraging Application of concept, Experiential and hands-on learning Through innovations. Widens students' Perspective and Horizons by Inviting experts From different fields. Providing Opportunities like Genius hour, coding hour, etc.

		DESCRIPTOR3: Leading the Teaching-learning process			
STEP1	**STEP2**	**STEP3**		**STEP4**	**STEP5**
Where are we Now as a school?	What do we need To do in the Coming year?	How will We achieve What we Want to do?	Who is responsible?	What is the time Line for implementation?	What will the impact Look like?
We are the active Member of Hub schools.	Build capacity to use Data in TLP. Encourage teachers to Become reflective practitioners. Create Conducive Environment for learning. Develop a Shared understanding Of teaching and learning.	Guide Teacher son How to Establish their SMART goals. To Have an exchange Programmes With HUB schools.	Principal Vice-Principal HODs Coordinators	Final draft20th December 2024 to 5th February2024 Implementation: 6thFebruary 24	The focus shifts from Rote learning to deeper understanding. Content Based to competency Based learning. Flipped Classroom as well as Integrate art education And physical education With in the curriculum.

DESCRIPTOR4: Developing a Learning Culture

STEP1	STEP2	STEP3		STEP4	STEP5
Where are we now As a school?	What do we Need to do in The coming year?	How will we Achieve what We want to do?	Who is responsible?	What is the time Line for implementation?	What will the Impact look like?
We create Opportunities for staff And students' well-being. We establish an Open door policy and transparent communication Amongst stake holders. Efforts are taken to Develop pre-vocational And vocational skills And physical education Through an integrated curriculum.	Make parents Active partners In learning. Encourage Teachers to Deepen learning. Keep Students at the Heart of learning culture. Create the Social glue by Building trust.	Encourage Inclusive and competency Based learning. Education is its and Experts may be Called to develop The learning skills And habits. Implementation Of 21st century Skills of learning Along with the NEP2020.	Principal Vice-Principal Teachers Parents Mentor Class teachers Admin staff Management	To be completed inquarter1: 1st September,2023 to1stNovember 2023.Review, Reflection and modification:2nd November to 10th November 2023. Final draft: 1stDecember2023 to5thDecember 2023 Implementation: 6thDecember2023	Quality of learning Will be improved and at the same Time quantitative Result will also improve. School Average will also Go to a higher level If learning is more Joyful and stress free. Design innovative Ways to engage Parents in their child's learning journey.

DESCRIPTOR5: Building an inclusive culture					
STEP 1	**STEP 2**	**STEP 3**		**STEP 4**	**STEP 5**
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable: Formulate Inclusive policies and structures Sensitize teachers peer group, support staff and the community to the Unique needs of diverse Group of learners. Teachers are trained to Formulate a school Improvement plan with Short term and long-Term goals. Teachers are trained to Make a group Presentation using Resources in school. It Will focus on the Special educational Needs of each category Of students and teaching Strategies to be adopted To accommodate them.	Improve teachers' Knowledge and skills in Supporting students with Special needs in the Teaching learning process. Focus on Children facing learning Difficulties and utilizing Data from learning Outcomes of each child To build a student profile. It can support The learning needs of the Students to make Learning personalized With in the classroom. Improve teachers' Knowledge using DIKSHA, NISHTHA app. Complete competency Based education and art Integrated teaching.	Provide teachers Opportunities to Work in teams, Share ideas and Reflection best practices. Identify suitable Resource persons. Use positive Behavior and Support strategies To address Behavioral issues. Case study of Each child Help child in additional Learning and Designing Activities to Increase Participation in class.	Principal Vice-Principal Teachers Stakeholder Coordinators COE	During the complete session 2023-2024 to	All teacher will be trained In inclusive practices. All teachers get ample Opportunities to upgrade Their skills. All teachers will be able to Identify and experience Learning difficulties and How the changes will Impact student learning. Teachers will learn to Become conceptual artist Whom could knowledge, feelings, thoughts, Sensation and experience Into an active and Invigorating educational process.

| DESCRIPTOR6: Becoming and Being a Self-Aware leader					
STEP1	**STEP2**	**STEP3**		**STEP4**	**STEP5**
Where are we Now as a school?	What do we Need to do in The coming year?	How will we Achieve what we Want to do?	Who is responsible?	What is the time Line for implementation?	What will the Impact look like?
To analyze one's Work against the Established goals of The school. To Analyze one's Leadership practice And personal vision To the values and Vision of the school.	Analyze the Feedback and Develop personal development plan. Receive Feedback from Everyone who matter.	Self-assess the Contribution made To school and Student learning by Evaluating goals achieved. Take feedback From teachers, students, parents and SMC on their Perception of work.	Principal Vice-Principal	During the complete academic Year 2023-24	Realize their influence Over the learning Experiences of student Under their care. By Practicing the pedagogical Leadership framework For leading learning Can un lock the Potential of most students. Students can Then work towards Enhancing their knowledge, skills, Attitudes and dispositions.

KEY FEATURES OF EFFECTIVE ACADEMIC PLAN FOR 2023-24

The purpose of the Academic Platform is to articulate the fundamental educational practices specific to our school as we implement individual components of our **curriculum.** BPS academic planning platform is providing guardrails and guidance based on students' major expectations & requirements, future course availability, thematic connectivity and efficiency in studies.

While working of preparing an academic plan, first question, why I am preparing this academic plan? This academic plan is a student's intended course schedule for the forthcoming.

Academic action plan is bank of resources has been created to support teachers to implement competency based education principles into their teaching and assessment. These resources should be used together. This plan, reflect on how:

• We place the student at the center of learning

• To vary the teacher's role (e.g., as facilitator,

mediator, assessor)

• To give students choice and/or autonomy

• To bring real-world problems or applications to the

classroom

• To promote the use of higher order thinking skills

• To ensure all students are included in learning
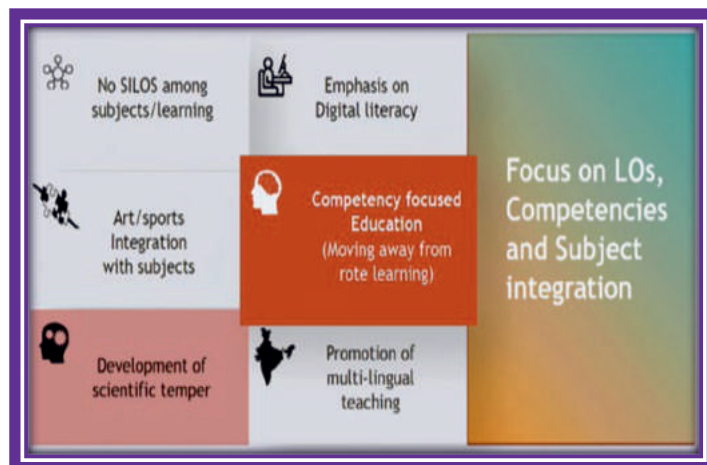
We can also use this plan to develop our own learner-centered lessons that encourage students to develop their competencies and skills in your subject rather than merely accumulating knowledge.

Focused on empowering the students to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence. Students' progress based on evidence of mastery. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

Main Tasks – For Academic year 2023-24

- ↯ **Developing Critical Thinking,**
- ↯ **Complex Problem Solving and**
- ↯ **High-Order Reasoning skills**:
- ↯ **Measures for the high achievers**
- ↯ **To deduce the gap between high achievers & late bloomers.**

As per NEP, while dealing with competency based education with holistic approach, we need to focus on exceling in developing critical thinking, complex problem solving and high order reasoning. Critical thinking – the acquired skill of gathering, organizing, testing and using information is the key to understanding and navigating today's global community. Most important thing to achieve these tasks, is to work properly on developing excellent Study Plan.
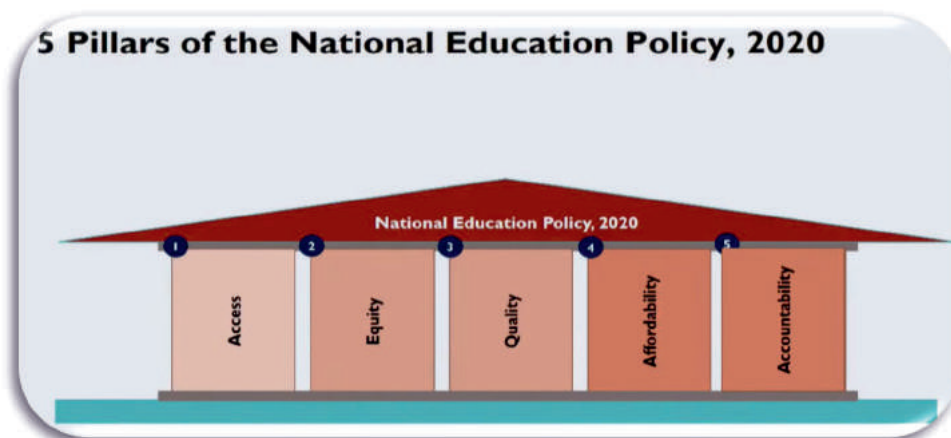
Steps for Creating an Annual Academic Plan

Step 1: Set Specific Goals. Be specific and realistic by making a list of all of the topics/themes, you will need to cover.

Step 2: Set a Specific Target Date and Time. —Create a list of the days and times you plan to get covered as per your strategy. ...

Step 3: Schedule & identify proper Steps.

Step 4: Proper planning for implementation –

- Start with a vision. What should your vision for improvement look like?
- Plan & conduct proper methodology for assessment.
- Identify goals, objectives & learning outcomes.
- Outline specific action steps to achieve the set target.
- Involve students & parents in the process.

Teaching Protocols

In BPS, every day in our classrooms, our teachers are supposed to use a system of proven as well as innovative best teaching practices to help students to reach their fullest potential. Following are the important teaching protocols which need to be focused.

Differentiated Learning & Instruction-

Every child learns differently and brings his or her own unique skills, interests and knowledge to the task. Differentiated Instruction focuses on actively engaging students by teaching to each child's interest and ability level every day and in every lesson. Not to be confused with "tracking" or grouping by ability level, differentiation ensures that each student masters the appropriate skills and concepts before moving on. Differentiated instructionexpects teachers to work with students from their lesson plans, and effective differentiators make ongoing adjustments in the areas of content, process and product to meet the needs of every student.

Essential Questions (HOTS)

We need to focus on designing the questions which will make the students to think and encourage them to consider a wide range of approaches and possible answers. Each day, essential questions for every lesson should get discussed or displayed in the classroom and serve to stimulate thoughts and focus for that day's lesson. Conducting the activities, creating the situation & experiential approach will assist you in these areas. These high-order questions help not only to shape the lesson, but also to focus students' minds and stimulate their thinking to achieve lifelong learning.

Vocabulary-

Almost all new learning includes familiar as well as unfamiliar language or suggests alternative definitions for familiar words. For this reason, we the teachers make a habit of posting the unfamiliar words associated with the day's lesson and plan many instructional strategies to facilitate the acquisition of new vocabulary. By writing vocabulary on the board, teachers and students are reminded of the central role that vocabulary plays in effective instruction, learning and communication. Teachers will know that new learning has taken place when students begin using the new words appropriately when framing their own questions and answers. **Avoid to dictate the notes in grades V onwards**. Advised to focus of reading practice to improve vocabulary.

High Order Assessment-

In BPS, class instruction should work towards deeper understanding in academic areas that are measured by high order assessments. <u>These regular assessments may be in many forms (tutorials, quizzes, short writing assignments, group projects, group discussions, oral reports & reviews etc</u>.) and are the basis for differentiated instruction. They also help ensure that students are progressing according their lesson plan. All these type of assessments helps to demonstrate how deeply students have been able to think about the lesson's essential content, questions and whether the teacher has been successful in building their understanding of the subject and targeted thinking skill or if changes are needed.

SAFAL – (Initiative by CBSE)

NEP 2020 recommends transforming the assessment system to promote the development of students and suggests a shift from testing rote memorization to competency-based learning. To map progress throughout school years, the NEP 2020 proposes an annual school assessment for all students in Grades 3, 5, and 8. This assessment will focus on testing core concepts, application of knowledge and higher order thinking skills. SAFAL will help us to ensure progress throughout school year by providing diagnostic information about students' learning to schools and thus, support school education to move towards competency-based education. The results of this assessment will largely be used to provide development feedback for our school and not for promotion of students to the next grade. We will participate in SAFAL in 2023-24.
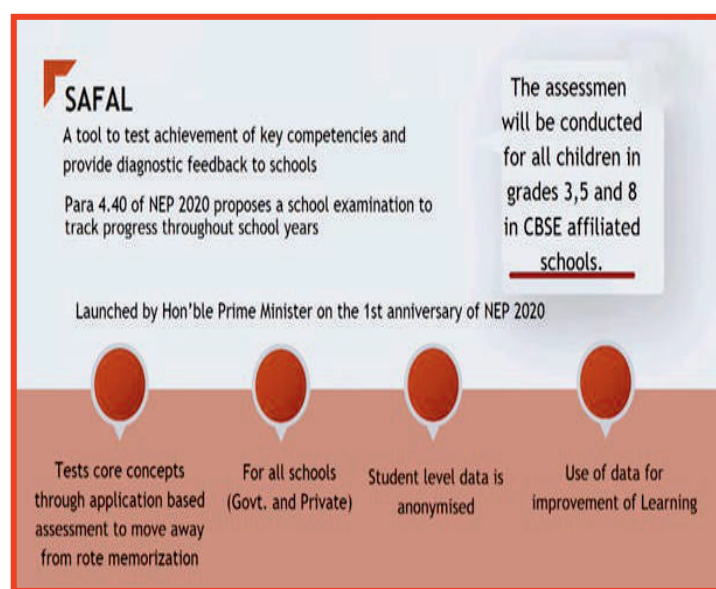
SQAA FRAMEWORK:-

School Quality Assessment and Assurance (SQAA) Framework is a set of standards and best practices as paradigms for attaining individual and institutional excellence. It is a tool for educationists, leaders, management and all those involved in making a difference in the lives of children.
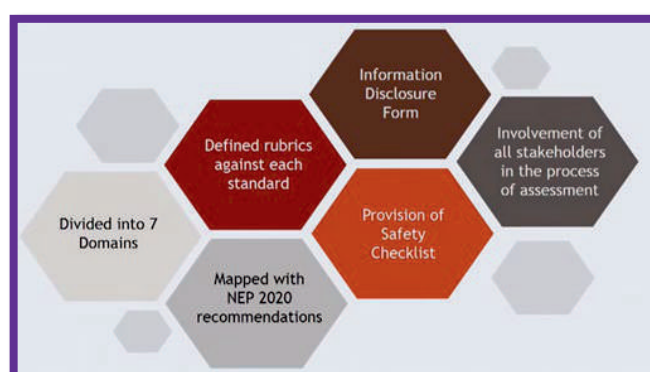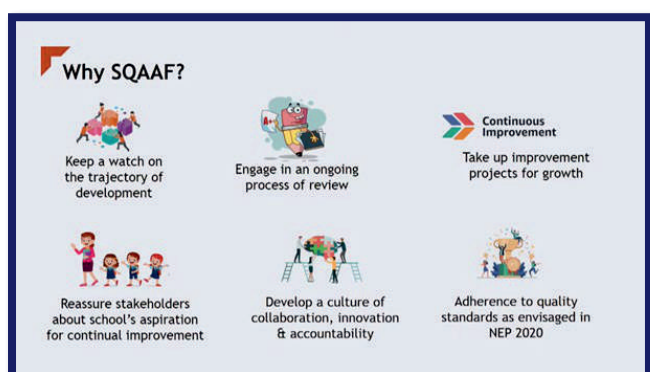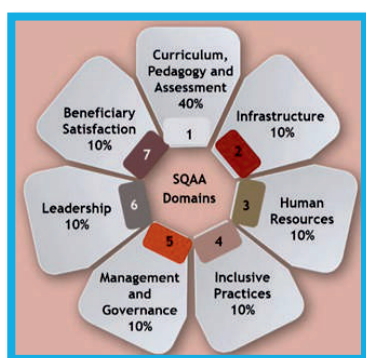
Writing Mastery-

Writing is a skill which, just like playing a sport or musical instrument, isn't acquired overnight. We think in language, reading and writing are so intimately connected that it is impossible to imagine one without the other. **Writing mastery requires continual practice from an early age,** and all our students are expected to write for every class every day. Written work should be an integral part of each day's lesson, and will continue to play a role in students' lives.

Holistic development of learners-

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn- and away from the culture of rote learning as is largely present today.

The aim of education will not only be cognitive development, but also building character and creating holistic and well rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep seated treasure and education helps in its manifestation as the perfection which is already within an individual.

Standards Based Learning-

Need to focus more on the adoption of standards-based learning and grading to raise the academic standards and measure student growth in critical-thinking and complex -problem-solving skill. In forthcoming academic year, standards-based grading is essential to meet our teaching standards. The great advantages of this approach for parents and students, are transparency, consistency, and honesty.

- **Transparency:** parents and students will be able to identify the skills the school promises to teach and understand what lies behind the grades the school assigns.
- **Consistency**: parents and students know that whatever teacher they get, he or she will be teaching the same skills and assessing in the same way as all other teachers at that grade level.
- **Honesty**: parents and teachers know that the assessment is not based on the student's efforts, attendance record or extra work, but **the actual ability of the student to complete specific and well-defined tasks.** Together, these advantages give families greater insight into the learning process and enable students to focus on what they need to do to improve.

Curriculum Mapping

Curriculum mapping is a reflective process that helps teachers understand what has been taught in a class, how it has been taught and how learning outcomes were assessed. The curriculum mapping process results in a document known as a curriculum map. Curriculum mapping is a method of writing and managing the curriculum that helps the teacher lesson-planning, identifies learning gaps and repetition in instruction, and ensures that skills and concepts are being introduced in the right order to achieve cumulative and efficient effect.

A curriculum map should not be confused with a lesson plan. A lesson plan is an outline that details what will be taught, how it will be taught, and which resources will be used to teach it. Most lesson plans cover in a single day. Curriculum maps, on the other hand, offer a long- term overview of what has already been taught. It is not unusual for a curriculum map to cover an entire school year.

As education has become more standards-based, there has been an increased interest in curriculum mapping. A completed curriculum map allows teachers to analyse or communicate instruction that has already been implemented by themselves or someone else. **Curriculum maps can also be used as a planning tool to inform future instruction.**

Curriculum Mapping Tips:

The following tips will help us through the process of creating a curriculum map for the courses you teach:
- Only include authentic data. All of the information in a curriculum map should reflect what is actually happening in a classroom, **not** what should be happening or what you wish was happening.

Individual Growth Assessment:

Individual Growth Assessment is an objective measure of a student's growth over the course of a year. For this purpose, it's essential to test critical thinking and problem-solving skills developed with the students. We are committed to seeing that all of our students score above their average in all subjects.

Student Portfolios and Personal Learning Plans:

The Personal Learning Plan is an individually tailored plan focused on achieving unsurpassed student learning and personal growth. Based on objective testing results and teacher observations, PLPs contain focused and specific learning goals accompanied by plans to achieve them. Learning plan not only addresses skills needing improvement, but also offers challenges in areas of student strength and interest.

Regular Parent-Teacher interactions:

Regular interactions with parents and student to review the child's progress.These all are some key features for preparing an effective academic plan which will be helpful for 360 Degree development of a child.

Remedial Action Plan for improvement in performance with slow bloomers

Remedial Teaching Action Plan is to provide Remedial Teaching or Supplementary Teaching for the challenging students and to enhance the achievement levels of students who are lagging behind in their Academic Standards related to their class-specific age. Remedial Teaching can be a whole academic year programme. Following strategies will be definitely helpful for the improvement in performances of theslow bloomers.

A)   IDENTIFICATION OF STUDENTS AND THEIR WEAK AND STRONG AREAS:
1. Identification of slow bloomers/weak performers and High achievers as well on the basis of their performance in all types of assessments. Refer the data available with SPAC. Discuss with the class - teachers.
2. Identification of their weak areas in concerning subjects the particular part of the question paper in which the students are not able to write at desired level.

B)   MEETING WITH PARENTS AND STUDENT:
1. Discussion of the detected weak areas of the students' performance with them individually and with their parents as well to trace out their difficulties for further working out their solutions.
2. Observe and discuss with the parents the general health and the attendance of the child in school/class and his/her attitude and discipline and the routine of the child at home. Suggest the parents to counsel their child in a friendly way. Work out solutions of the same in the discussion.
3. Highlight the strong points of the child before the parents and class to build the confidence level of child and motivate him/her to do well in examination.
4. Trace out their general problems at classroom level or school level or family level and work out their possible solutions.
5. Ask the aim of the child in his/her life and the aim of the parents for the particular child. Guide and counsel students and their parents to boost the morale of the students with the co operation of their parents to achieve their goal.
6. Ask the parents and the child to Prepare his/her time-table of studies/activities at home level to ensure it whether he/she is devoting time to studies subject at home.
7. Realize them the importance of Education as this is the back bone of their future. It has much importance in present scenario for students to get success in life.

C) RECOMMENDATION OF STUDY MATERIAL AND PRACTICE:

1. Suggest and recommend the study material and reference books to prepare for the weak areas of their performance.
2. Motivate them to do sufficient practice of the question paper by writing their answers within the time period allowed for it in the examination. They are advised to divide their time question wise and increase their stamina to sit and write for 3 hours minimum and 4 hours maximum.
3. Suggest the students how to attempt their question paper 100% within the word limit to avoid unnecessary writing. Even tell them write their answers section wise from easy to difficult order in a particular section. Tell him/her the easy and scoring areas of the question paper.
4. Ensure the slow bloomers are doing their class work/home work/tutorials regularly as the pending of home work causes hindrance in preparing for examinations. Parents co operation can be sought in this regard.
5. The regularity in written work will empower their knowledge and improve their writing speed in legible handwriting.

D) SEATING ARRANGEMENT AND CO -OPERATION OF HIGH ACHIEVERS:

1. A unique seating arrangement should be prepared to accommodate the slow bloomers along with the high achievers. But attention must be given to the high achievers it may have adverse effect on his/her performance and general behavior.
2. The High Achievers should be motivated to adopt and help the slow bloomers in improve their performance in examination.

E) REMEDIAL CLASS (ENRICHMENT CLASSES) AND MONITORING OF PERFORMANCE:

1. Remedial classes to be in arranged in free periods (after regular classes) to give practice in the identified weak areas of students' performance.
2. The effect of the remedial steps should be observed conducting small test in particular areas. A monitoring sheet can be prepared to see graph of his/her performance.
3. Remedial teaching. Discussion of FAQs and probable questions. Revision of the text and writing section using simple language. Practice of the same. Group study. Worksheets for grammar practice and reading comprehension questions. Encouragement, motivation and parental support.
4. Conducting regular open book tests so that every student goes thoroughly through the text books or notes.

<u>**Action plan for high achievers**</u>

The high achievers' students are to be advised to do practice in high order thinking skill questions to improve their level of grades to achieve.

Formation of peer study groups and revision of HOTS questions. Appointing these students as leaders of hetero genius groups for reinforcement of content and practice. Practice of questions of higher difficulty level. Tips for better presentation and time management skills- time limit for various question types. Discussion and writing of sample question papers. Encouragement, motivation and parental support. Encourage the bright students for foundation classes, engage them with more assignments based on critical thinking skills.

What Is a High Achiever Like?

- A strong need to set and accomplish challenging goals.
- Taking calculated risks to accomplish their goal.
- Enjoying regular feedback on their progress and achievements.
- General preference to work alone.
- Consistent in achieving excellence in all the areas of curriculum.

  In BPS we have to create powerful learning experiences that challenge students to explore interests, discover new perspectives and visualize their success beyond the classrooms. Like to focus on writing, exploring STEM careers, participating in academic competitions or problem-solving through

creative/critical thinking. Students at BPS must get unique opportunities to engage in hands-on activities with teachers and fellow students. Each of BPS's platforms must make it possible for students to discover and explore new talents, passions, and possibilities for their future.

For this we have planned-

1. To assess high-ability student work against achievement progressions, rather than against other students.
2. To engage students in tasks that need higher order thinking.
3. To use more complex texts or resources.
4. To set tasks that are based on complex real-world problems.
5. To embrace honest failure and create an environment where high achievers won't be afraid to try out new ideas and put new skills to the test.
6. To provide regular feedback, so that the students will know how to improve their performance.
7. To take care to balance constructive criticism with praise and thanks for their hard work.

Suggested Pedagogical Processes in an Inclusive Setup –

- The curriculum in a classroom is same for everyone. This means all students can actively participate in the class room. There can be some students who may face learning difficulties including language, visual-spatial, or mixed processing problems. They may require additional teaching support and some adaptation in the curriculum. By considering the specific requirements of children with special needs, a few pedagogical processes for the teachers are suggested .
- Use multisensory approach for integrating information from auditory as well as visual sources.
- Provide learning experiences through touching objects, materials, organisms, models, etc., to experience size, shape, texture, pattern, and changes.
- Give opportunities to work with peers during experiments. Rotating partners for the entire class would be a good strategy.
- Label the pictures within the text, whenever possible. This can be done by the students as an activity.
- Relate the projects and experiments to real life experiences.
- Encourage group task and peer assistance for project and experiment work.
- Give the project and experiment in fewer steps and sequence the steps through visual cues. Display the examples of completed projects and experiments in classroom or laboratory for better understanding.
- Consider alternative or less difficult activities and exercises for the students, with same or similar learning objectives.
- Write all homework or assignments, on the board.
- Give the student time to finish a step in an experiment and wait until the student indicates that she / he is ready for further work.
- Topics can be taught through class projects, experiments, examples, etc. Activities can be conducted through multi-sensory modes before explaining any theory and concept.
- Highlight and underline the key concepts.
- Provide extra time to complete an experiment and understand a concept.
- Always provide proper guidelines to arrange the task in a planned way. Make use of visual aids, graphic organizers and explain the steps of experiments and assignment repetitively till the child learns.
- Sequence maps with visual clips can be provided to the student to understand the sequence of events.
- In addition to the above points, in order to achieve the outcomes each Department is also been permitted to add some more points for effective implementation and monitoring of curricular transactions.

<u>Care of diversity:</u>

The school always promote diversity not only by encouraging students of different background to attend the school, but also make education impactful. Every student has a different ability and has a different way of learning, in class we do promote resources of learning, also take proper care that each student should get the objective of the chapter and could apply it practically wherever required. The best way to promote each student equally is to identify the diversity in class and broaden the way of teaching accordingly. The care of diversity is included in the lesson plan.

We need to focus on Building an Effective Classroom
- Clear Rules and Expectations. Classroom expectations should be clear to all students. ...
- Frequent and Successful Assessment. ...
- High Student Engagement and Involvement. ...
- Authentic and Purposeful Learning. ...
- Efficient Housekeeping

Quality Parameters
- Curricular Aspects.
- Teaching-Learning and Evaluation.
- Research, Consultancy and Extension.
- Infrastructure and Learning Resources.
- Student Support and Progression.
- Innovative Practices.

Promotion of Life Skills, Holistic, Health and Wellbeing's

We at Bhadrachalam Public School & Jr College, have incorporated the approach of Holistic Health for our school students. As students' progress from one grade to another, we are noticing many changes among the students that they go through. These include physical, social, emotional, psychological and behavioral aspects and in order to deal with these issues, children need proper guidance to go through these transitions. The Counselling Room is a student-friendly space that enables them to introspect and understand their own behavior with the help of the counsellor in a safe and empathetic environment. It further provides support in dealing with emotional conflicts and personal problems both in school and how to incorporate the same in their daily lives. True Guidance is like a small lamp in a dark forest. It doesn't show everything at once, but gives enough light to take the next step. The school has an active Counselling club including students and teachers that work for motivating and bringing the change in students. Individual and group counselling are regular part of the club.

HPC

A combination of a child's own expression of self as well as the teacher's assessment of the child on the mentioned standards

Presents a picture of the student's progress & provides evidence as well as an opportunity to a child to present his or her growth in the progress review over years

Acts as a baseline level for each student before the beginning of any new session

These assessments are not to provide any score or grade on a child's performance but to understand a child's progress in learning skills or competencies, making parents, peers and community an integral part of the child's learning

<u>**Individual Counselling –**</u>

- Academic Problems– Weak students are identified and proper counselling is given by the school Counsellor.
- A Problem box has been put up for students to raise the queries concerning adolescents and problems faced by them.
- Behavioral Problems - Group Counselling
- In order to understand the needs of students' various psychometric assessments are done along with group discussions and counselling sessions.

- Life Skills sessions are conducted in order for our students to deal with daily life issues in proper manner.
- Health Lectures by Doctors/Dietitians, are organized for the girls of Classes VI – XII.
- Various orientation programmes are conducted for students and parents to help them resource persons through the challenges and transitions, smoothly.

As the social scene today is undergoing very radical changes. The changes are affecting all types of relationships – parent and children, teacher and students. The school believes in instilling proper attitudes and values in all these relationships. Special care is taken to address this issue with sound counselling, assembly speeches, discussions, workshops, to help students to overcome these issues. Students are made to realize the importance of taking responsibility for their actions and this is possible only with the co-operation of parents.

Self-directed Learning

This concept improves, how students self-manage, creating their ideas & taking the initiative to understand what they need to learn. The learners set learning goals, finds the resources they need, creates, and follows a learning plan, then they evaluate their own results. Will seek out those who can help them, including teachers or peers. Will respond positively to being in control of their own learning journey, putting in the time to make informed decisions, and incorporate learning on a daily basis. Self-directed learning is well suited to make the students self-motivated learners, as well as those who respond well to competency-based learning. Self-directed learning would be helpful in all the subjects. They can review their own progress cam develop proper planning for improvement.

Learners need to be able to evaluate their own results to see how they are progressing with their learning and assess what areas they need to focus on.

Transformational learning theory

Transformative learning has two basic focuses—instrumental learning and communicative learning. Instrumental learning focuses on task oriented problem solving, and evaluation of cause-and-effect relationships. Communicative learning focuses on how students communicate their feelings, needs, and desires. Learners who enjoy questioning the world around them will respond well to this sort of theory

Experiential Learning

This type of learning theory was developed in the 70's by David Kolb. It centers hands-on learning and uses experiences to demonstrate concepts. In experiential learning, the learner will: Actively participate in the learning process. Reflect upon their experience after the participation stage, developing and firming the knowledge that they have gained. Consider the successes and failures of the learning process, in order to develop improvements for the next learning activity. In doing so, students will use abstract conceptualization to use the new skills that they have learned during the process.

This type of learning works well for learners to make them eager to learn and in tasks that require systematic thinking or mechanical skills. BPS has developed training programs for teachers for the effective use of experiential learning, In BPS we encourage reflection and conceptualization after the experiential aspect of the learning.

Project -based Learning

This is also related with the idea of learning by doing, usually as a group. The theory helps the students to Acquire knowledge in a more holistic and deep fashion when they actively explore their skills. Will understand concept its depth as a result of having to actively apply it. Project-based learning is very useful for us as we want to develop the long-term project management skills among the students.

In BPD we have integrated this theory in our training programs by creating environments where students can clear their concepts through project individually or in groups.

Bhadrachalam Public School & Jr. College

ANNUAL PLAN 2023-24

CLASS -   SUBJECT-

Month	No. of working Days	Content Domain & Chapter	Learning Objectives	Learning Outcomes	Content Domain Specific	Pedagogical Method	Competencies	Resources	Activities	Assessment Strategies	Value/Values covered

MONTHLY TEACHER'S TEACHING PLAN

MONTH	DAYS	WEEK 1& 2	WEEK 3 & 4/5
	MONDAY	.	
	TUESDAY		
	WEDNESDAY		
	THURSDAY		
	FRIDAY		
	SATURDAY		
Learning Objectives:(Bloom's Taxonomy)			
Methodology/Activity			
Resources / Teaching Aids			
Learning outcome:			
Assessment:			
Assignment / Practical's/Projects			

Teacher's Signature Signature

Principal's/Vice Principal's

BHADRACHALAM PUBLIC SCHOOL & JR COLLEGE

Sample Outline for a Daily Lesson Plan (VI to XII)

Class………………
Subject………………....
Topic: …………………………………………………………………………….
Period - …………………...
Name of Teacher ………………………….
Designation ……………….

Date: -------------------

Overall lesson topic/title and purpose (What do I want students to learn?)
Rationale (Logic - Why is it worthwhile? How does it link to Standards, Benchmarks, Curriculum Guidelines, or to other key principles?)
Goals/Objectives for lesson:

1.

2.

3.

Teaching aids /
resourcesneeded:………………………………………………………………………………

Procedures and approximate time allocated for each event/step	Academic, Social and Linguistic Support during each event /step. ("Designing Lessons for Diverse Learners" please refer to text book)
A) **Introduction to the lesson** (What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (_ minutes) B) **OUTLINE of key events/activities during the lesson** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (-----minutes) C) **Closing summary for the lesson** (How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (_____minutes)	

D) **Learning outcome -** Briefly write the three-learning outcome of the lesson	
E) **Assessment (Homework /Assignments /Projects)**	
• **Transition to next learning activity** Explain / assign some activity related to the topic	**Academic, Social, and Linguistic Support during assessment**

Value /Values covered in the lesson ---

Signature of Subject Teacher   **Signature of Principal/ Vice Principal**

BHADRACHALAM PUBLIC SCHOOL & Jr COLLEGE

DAILY LESSON PLAN (GRADE I TO V)

Class/Sec: _____

Subject: _____

Date: _____

Period: _____

Topic: _____

Lesson topic/title: _____

Goals/ Objectives of lesson:

1.

2.

3.

4.

Key words:

_____.

Teaching aids & resources needed:_____

_____

_____

_____

Procedures and approximate time allocated for each event	Board Work
Introduction to the lesson:	
Activity for the day:	
OUTLINE of Key events during the lesson:	
Closing summary for the lesson:	
Learning Outcomes	

Transition to next learning activity:	
Assessment and Homework: Project or assignments	

Signature of subject teacher

Signature of Principal/Vice Principal

BHADRACHALAM PUBLIC SCHOOL &JR COLLEGE
CLASS OBSERVATION REPORT

Sr No.	Particulars	Comments / Remarks
01	Name of the Teacher & Designation	
02	Class observed/Date/Period	**Class - Section - Period - Time -**
03	Students Strength	**On Role - Present- Absent -**
04	Subject &Topic being covered	
05	Whether lesson planned systematically	**Yes / No** (any comment)-
06	Quality of Academic transaction	
07	Status of learning achievement by Students	
08	Participation of students	
09	Summarization & recapitulation	
10	HW assigned	
11	Teachers' presentation & appearance	
12	Learning outcomes & objectives covered as planned	
13	Value covered	
14	Rating	**Outstanding / Very Good / Good / Needs Improvement**
15	Feedback from students	
16	Suggestions by observer	

Signature of the Observer   **Principal**

BHADRACHALAM PUBLIC SCHOOL& Jr COLLEGE
TEACHER'S DAILY REPORT (2023-24)

Name of Teacher _____ Post_____Date_____

Period	Class & Sec	Subject	Topic taught	Home Assignment	Copy correction
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					

Name of Teacher

Teacher's Signature _____   Principal's / V.P Signature _____

TEACHER'S PERFORMANCE ASSESSMENT(Monthly)BY H.O.D. / VICE-PRINCIPAL

Teacher's Name: _____ School: _____

Date: _____ Reviewed by: _____

Class/Subject: _____ Topic: _____

PARAMETERS	RUBRICS	VERY EFFECTVE	EFFECTIVE	RARELY EFFECTVE	NOT EFFECTIVE
Effectiveness	Captures interest of the students and motivates them.				
	Evaluates and connects with prior knowledge				
Timing	Well within the allotted time				
	Well placed				
Visibility	Handwriting on whiteboard/smart board is visible and understood				
	The teacher is not obstructing it from the student's line of sight				
During Activity	Exhibits knowledge				
	Safety of students				
Instructional Aids	Well integrated with the lesson				
	Creative and well designed				
Assessments	Observes children make a note of the progress				
	Assessing learning outcomes				
Discipline	Observant of students at all time				
Learning Objectives	Objective well delivered				

Remarks : --

Signature:---   Date: ------------

BHADRACHALAM PUBLIC SCHOOL & Jr COLLEGE

MONTHLY THEMES

MONTH	THEME
APRIL	ETHICS & ETIQUETTES
MAY	CREATIVITY
JUNE	EMPATHY & HUMANITY
JULY	ECO FRIENDLY SCHOOL
AUGUST	PATRIOTISM
SEPTEMBER	CONSERVATION OF NATURE
OCTOBER	ONLINE RESOURCES FOR LEARNING
NOVEMBER	HEALTH & PHYSICAL FITNESS
DECEMBER	ATTITUDE OF GRATITUDE
JANUARY	UNITY & INTEGRATION
FEBRUARY	MY SCHOOL, MY IDENTITY
MARCH	TRUTHFULNESS

BHADRACHALAM PUBLIC SCHOOL & Jr COLLEGE
STUDENTS PORTFOLIO FORMAT

Name	
Class	
Date of Birth	
Father's name	
Mother's Name	
My Hobbies	
My Strength	
My Goal	
My Weight-	
My Height	
Scholar No	

WORK EDUCATION

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_____

ART EDUCATION

_____
_____

PHYSICAL AND HEALTH EDUCATION

_____
_____

CO-CURRICULAR ACTIVITIES LITERACY SKILL

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_____

SCIENTIFIC SKILLS

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_____
_____

PHYSICAL AND HEALTH ACTIVITIES

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_____
_____

ACADEMICS

1.   **English**
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2.   **Hindi**
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3.   **Sanskrit**
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4.   **Mathematics**
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5.   **Science**
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6.   **Social Science**
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7.   **Computer Science**
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Class Teachers' Signature

Parent's Signature

Date –

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IMPORTANT RECORDS & DOCCUMENTS

IN-CHARGES DOCUMENTS TO BE SUBMITTED

Activity	Sports	Lab	Exam
Monthly Planner	Monthly planner	Stock register	Exam calendar
Activity Assessment Record	Activity Assessment Record Stock Record	Breakage	Invigilation record
Evaluation Pattern	Inter-School & Intra School Sports Competitions Record	Experiment record register	Marks lists/Report cards
Meeting records	Sports Meeting Record	Usage of Laboratory	Cumulative sheets
Evidence	Sports Participating Record		PTM record
Result Details	Evacuation Drill Record		Details of Assessments & Result.

TEACHERS DOCUMENTS TO BE SUBMITTED

Name of the Document	Updating	Deadline
Annual Syllabus planner	At the beginning of the session	End of the week one after the school reopens
Lesson Plan	Daily to HOD/VP	Every Saturday to Principal
Resource Requisition	Once a quarter	With approval by Principal to office.
Attendance Register	Once a month	Last working day of the Month to Principal
Remedial Tracker	Once a month	Last working day of the Month to the VP
Marks Register	Once a month	Last Wednesday of the Month to VP
Assessment records	After every assessment.	To HOD / VP
Daily report dairy	Everyday	Before leaving the school

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BHADRACHALAM PUBLIC SCHOOL & Jr COLLEGE

Schedule of Meetings & Revues

SR NO	MEETING	UPDATING	SCHEDULE
01	NEW SESSION MEETING	PLAN OF ACTION FOR THE SESSION	ONE WEEK BEFORE OPENING OF NEW SESSION
02	Term meeting	Academic plan for the term.	Once in a term
03	Staff meeting with Principal	Monthly Review	Last working day of the month.
04	Feedback session by HOD	Weekly Review	Every Saturday
05	Departmental meeting by HOD	Weekly planning & feedback	Every Monday
06	Assessment review meeting	Review of academic results.	Two days before the PTM for every exam.
07	Departmental meeting with Principal	Planning/Review/feedback	Once in a month as per the convenience of Principal.
08	Meeting with Activity Teachers	Review & feedback	In the first week of every month.
09	Emergency meetings	Situation based	As & when required.

1. TIPS FOR SUMMER VACATION TASKS FOR STUDENTS (last)
Theme - An "activity for a day" (every subject),24 days' calendar.

For English & other languages -
Let's Build Vocabulary & LSRW
1. The words for the day -
2. Meanings –
3. Similar Words -
4. Opposite words-
5. **Bonus Point**- More description about the words
6. Thought for the Day & it's description
7. Writting task - Daily News Headlines (5 to 10) & their views about the same (IX to XII) min 5 new headlines.

Common tasks for Math's& all other subjects –

1. Keep our students interested in learning subject by incorporating a few **interesting & innovative activities and projects** into your upcoming lesson plans.
2. **Book Report**
   Description: All the students need to go through their Text book for new academic year and ask them to create and share the book report (Areas of interest/challenges/easy etc.)
3. **Year End Reflection Activity**
   Description: In this activity, students will be asked to reflect on what they learned in that subject during the past school year, what challenges they overcome and how they've grown as problem solvers.

Social Science -

1. Project Based/ art integrated, learning in our classroom is the perfect way to have our students incorporate reading, writing, critical thinking, and problem-solving skill.

2. As a part of Azadi Ka AmrutMahotsav, all possible variety of activities which can be done to locate/search, monuments nearest to your school having importance in the freedom struggle or of significant local history/ folklore/ culture.

Science –
Make them feel like real scientists.

Field visits to observe the animals & plants & note their observations & conclusions. Teachers can keep track of their learning and observations.

As students learn about animal groups, life cycles, habitats, and more, why not **have them record their learning in their very own observation books.**

Students' observations folder includes maps, pictures and facts of animals / plants, living in the biome, and real life snapshots of each biome. Students not only have fun when participating, but they also **apply what they have learned** in new contexts. The students explore animal/plants adaptations or analyse a food web in small groups.

Regarding math's& science, some points will be posted by Mr. Rajesh Shrivastava.

Set up goals for new academic year – (to be given by all Class teachers for every child in their class)

It's an idea of putting together a list with the goals students want to accomplish over the upcoming academic year. Teachers also can help students to set goals throughout the year, and there are so many things' students can plan by them.

Let's come out of comfort zone, think beyond the box & do something new, innovative & creative work in upcoming academic year for joyful learning in BPS.

Ideation, Innovation and Entrepreneurship (IIE)

Introduction-

In 21ˢᵗ century we need to develop key s kills among the students, like creativity, innovation, empathy, problem solving, team work, strategic thinking, entrepreneurship as well as learning to accept failures as a part of the redevelopment process. BPS Academic Action Plan for 22-23, is focused on playing a central role in developing crucial life skills and preparing students for a life beyond classrooms.

Our aim is to promote innovation by new Pedagogical practices for teaching, which will make the children to think in ways that lead to innovation. We have prepared the policy on various measures that may be adopted to promote a learning environment where creativity, ideation, innovation, problem solving and entrepreneurship skills of students are nurtured, irrespective of the image. To identify specific sets of skills and values across domains for integration and in corporation at each stage, we have planned to work on proper pedagogical plan. Some measures are as below-

1. **Include Innovation in annual pedagogical planning:** The fundamental requirement for adopting a change in processes is a change in mindset. To nurture students 'creativity , need for a change in outlook of the school & the environment must be reflected in our school policy. We must acknowledge that without creation of awareness, such changes cannot be achieved. We have set our aim top remote **Ideation, Innovation and Entrepreneurship** (IIE) mindset in school as one of the major objectives while undertaking annual pedagogical planning. To achieve it, we h a v e set specific objectives with tangible out comes which are achievable with in specific time lines.

2. **Awareness generation:** By spreading awareness on IIE Agenda, students & teachers will become aware about the importance of IIE in education and its role in nurturing students 'creativity.

3. **Stage-wise integration**: In BPS we have decided to introduce the concepts of ideation, innovation & entrepreneurship to students in the Preparatory Stage (Grades 3-5) and integrate the same with curriculum topics as students' progress to Middle Stage (Grades 6-8) and Secondary Stage (Grades 9-12).

4. **Building teachers' capacity**: Handholding of teachers is crucial for the successful implementation of the programme. Teachers have attended trainings administered through the School Innovation Ambassador Training Programs for teachers, conducted by Ministry of Education's Innovation Cell (MIC).

5. **Using DIKSHA**: In BPS, we are organizing frequent goal-oriented trainings for our teachers and encourage them to undertake relevant teacher training courses on the Digital Infrastructure for Knowledge Sharing (DIKSHA) portal.

6. **Use of technology in class – room transactions**: In order to drive adoption of digital technologies by teachers, we have planned to promote the use of information and communication technology tools like online teaching, interactive white board etc.

SCHOOL LED STARTUPS

- **Activity – based teaching learning**: Several such exercises are already undertaken in the classroom focusing on major aspects including pre-literacy skills (e.g., letter recognition and correlation to letter sounds), pre-numeracy skills (e.g., number counting and comparison), cognitive skills (e.g., pattern recognition, classification etc.) and other key skills like social skills etc.

- **Teaching – Learning Material**: School has decided to focus on joyful and experiential learning through art, stories, poetry, rhymes, games, toys, songs, or activity-based in-Home Language / Mother tongue focusing on rich local traditions. (Integrating art, sport, ICT, storytelling, toys, games, puzzles etc.)

- **Classroom transactions**: Classroom transactions will be based on integrating real-life situations keeping in view inter/multi-disciplinary learning for the student to be able to attain competency in each area.

- **Encouraging questions / curiosity**: By asking open-ended questions by the teachers will encourage various answers and points of view. Student answers can lead to strong collaboration, exciting conversations, new ideas, as well as encourage leadership skills.

- **High ability learners**: Students can be identified and nurtured with opportunities to develop to their full potential by providing intensive and extensive learning beyond the common curriculum.

Operationalizing Innovation Club-

School Innovation Cell will prepare & follow the calendar of activities recommended by Ministry of Education's Innovation Cell and CBSE.

OBJECTIVES –

- **Critical thinking** - Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

- **Co-creation**- Co-creation is the act of creating together. When applied in business, it can be used as an economic strategy to develop new business models, products and services with customers, clients, trading partner or other parts of the same enterpriser venture.

- **Science park** - A science park, also known as a research park, technology park or innovation Centre, is a purpose- built cluster of office spaces, labs, workrooms and meeting areas designed to support research and development in science and technology

- **Special purpose vehicle (SPV)**- it is a subsidiary created by a parent company to isolate financial risk. Its legal status as a separate company makes its obligations secure even if the parent company goes bankrupt.

BHADRACHALAM PUBLIC SCHOOL & JR. COLLEGE

SARAPAKA – 507 128
SCHOLASTIC CALENDAR 2023-2024

EXAMINATION SCHEDULE

Sl.No.	Month	Activities	Schedule	Remarks
1.	April	-	-	-
2.	June	-	-	-
3.	July	P.T.– 1 Offline Exam		-
4.	August	P.T.– 2 &Pre-Mid		-
5.	September	Term – 1 & Mid Term		-
6.	October	-	-	-
7.	November	P.T.– 3 (I – VIII) P.T.– 2 (IX – XII)		-
8.	December	P.T.– 4 / Post Mid		-
9.	January 2023	-	-	-
10.	February	Pre – Board – 1 (X, XII) Pre – Board – 2 (X, XII) Term – II (IX & XI)		-
11.	March	Term – II (I – VIII)		-

PTM Record Format:

Sr. No	Name of Student	Parent's name	Phone number	Suggestion

BHADRACHALAM PUBLIC SCHOOL & JR. COLLEGE
SARAPAKA – 507 128
STUDENTS & SUBJECTS DETAILS
2023-2024

Class	No. of Sections	No. of Students	Subjects	Periods Allocation	Teachers Handling
PP I	6	198	Circle Time	6	GA, GM, TJ, IP, K SRAVANI, B ALEKHYA
			English	6	
			Language-2	5	
			Mathematics	6	
			EVS	6	
			Total	**29**	
PP II	6	210	Circle Time	6	TJ, JNL, BA, SA, CVL, RZS, PCK
			English	6	
			Language-2	5	
			Mathematics	6	
			EVS	6	
			Total	**29**	
I	5	214	English	9	JV, KS, NA
			Language-2	8	MZU, ASM, BSL
			Mathematics	8	MBP, MKL, KSR
			EVS	8	IPL, SL, SCD
			Computer App.	3	KSR, PSKK
			Value Edn.,	2	SCD, KS, ASM, IPL
			Games	6	MV, CR, DR
			GK	2	IPL, MZU, BSL, MKL, SL
			Art	2	YRR
			Total	**48**	
II	5	201	English	9	JV, FD, BJL
			Language-2	8	ASM, MZU, BSL
			Mathematics	8	MDC, MKL, MBP
			EVS	8	YRS, RS, IPL, SL
			Computer App.	3	PSKK
			Value Edn.,	2	ASM, MDC, MK, RSL, VMJ
			Games	6	MV, CR, DR
			GK	2	VPS, MZU, GL, MDC, SL
			Art	2	YRR
			Total	**48**	
III	5	210	English	9	NA, BJL, CUR, KS
			Language-2	8	SKV, RSL, VPS
			Mathematics	8	VMJ, MR, SR, MBP
			EVS	8	SCD, GSD, SL
			Computer App.	2	BR, KSR, PSKK
			Value Edn.,	2	NA, GSD, VMJ, MR, MMV
			Games	6	MV, CR, DR
			Music	1	CS

			GK	2	SR, VPS
			Art	2	NR
			Total	**48**	
IV	5	209	English	8	BJL, CUR, KS
			Language-2	8	BS, RSL, SKV, SR
			Mathematics	8	MR, CKR, SR, MKL, VMJ
			Science	7	RS, IPL, YRS
			Social Science	6	HHA, AGS
			Computer App.	2	PSKK, BR, KSR
			Value Edn.,	2	MR, CKR, MMV, MKL, HHA
			Games	2	MV, DR, CR
			Music	1	CS
			GK	2	GL
			Art	2	YRR, NR
			Total	**48**	
V	5	203	English	8	KS, MK, CUR, FD
			Language-2	8	ASM, BS, VPS, APN
			Mathematics	8	VMJ, JRS, CKR, MR
			Science	7	RS, YRS, GSD, SL
			Social Science	6	MMV, HHA, AGS
			Computer App.	2	BR, BSK, KSR
			Value Edn.,	2	MMV, HHA, JRS, APN
			Games	2	MV, DR, CR
			Music	1	CS
			GK	2	VLSR, SR, CKR, BSL
			Art	2	YRR, NR
			Total	**48**	
VI	5	197	English	7	CUR, KS
			Language-2	6	RSL, GKP, APN
			Language-3	3	KSRAO, VPS, AVAPR
			Mathematics	8	KVR, JRS, MDC
			Science	7	GS, JVDPR, MS, SS
			Social Science	6	AGS, MMV,
			Computer App.	2	BR, BSK, KSR
			Value Edn.,	2	AG, SG, KVR, JS, KNDP
			Games	2	AR, VLSR
			Library	1	GL
			Music	1	CS
			GK	2	SR, AR, AG
			Art	1	YRR, NR
			Total	**48**	
VII	5	199	English	7	CUR, NA, SSA
			Language-2	6	GKP, RSL, BS, APN
			Language-3	3	KSRAO, AVAPR , GKP
			Mathematics	8	CKR, KVR, JRS
			Science	7	MS, JVDPR
			Social Science	6	MMV, AEN, ADS, SMB
			Computer App.	2	BR, BSK, PSKK
			Value Edn.,	2	SSW, VN, SG, APN

			Games	2	AR, VLSR
			Library	1	GL
			Music	1	CS
			GK	2	RES, SMB, JS
			Art	1	YRR, NR
			Total	**48**	
VIII	5	188	English	7	SSA, KSA, DSB, SKR
			Language-2	6	SKV, MIB, BS
			Language-3	3	KSRAO, AVAPR
			Mathematics	8	AG, TDVPR
			Science	7	VN, SSW, SS
			Social Science	6	ASR, ADS, AEN
			Computer App.	2	GNVRR, BR, BSK, KSR
			Value Edn.,	2	MBP, TDVPR, SKR
			Games	2	AR, VLSR
			Library	1	GL
			Music	1	CS
			GK	2	KSRAO, MIB
			Art	1	NR
			Total	**48**	
IX	5	173	English	8	SKR, SSA, BSS
			Language-2	6	GKP, MIB, SKV
			Mathematics	8	KNDP, AG, TDVPR, JS
			Science	9	SSW, RES, VN, SS, JVDPR
			Social Science	8	ADS, SMB, AEN, ASR
			Computer App.	4	BSK, BR
			Value Edn.,	2	SKR, BSS, AG, GKP
			Games	2	AR, VLSR
			Library	1	GL
			Total	**48**	
X	4	153	English	8	BSS, DSB
			Language-2	6	MIB, AV APR
			Mathematics	8	SG, KNDP, JS
			Science	9	SSW, MVSRD, JVDPR, VN, SS, RES
			Social Science	8	ASR, SMB
			Computer App.	4	BR, BSK, GNVRR
			Value Edn.,	2	SG, KNDP, RES, JS
			Games	2	AR, VLSR
			Library	1	GL
			Total	**48**	
XI	1	---	English	6	SKR
			Computer Science	10	GNVRR
			Mathematics	10	SG
			Physics	10	RES
			Chemistry	10	MVSRD
			Games	2	AR
			Total	**48**	

XII	1	13	English	6	DSB
			Computer Science	10	GNVRR
			Mathematics	10	SG
			Physics	10	RSV
			Chemistry	10	MVSRD
			Games	2	AR
			Total	**48**	

CO-SCHOLASTICACTIVITIESCALENDAR

S.NO	MONTH	DATE	SCHOLASTC
1.	April		Inter House English Essay Writing
			Inter House Hindi Essay Writing
2.	May	-	-
3.	June		Spell Bee
			Inter House English Extempore
			Inter House Hindi Extempore
			Book Review Writing & Presentation
4.	July		Bulletin Board
			Collage
			Tan grams
5.	August		Fancy Dress (Theam based)
			Drawing & Painting
			Clay Modeling
6.	September		English Seminar (IX to XII classes)
			Declamation
7.	October		Quiz
			Poster Making &Cartooning
8.	November		Monologue (English)
			Album Making
			Ad Mad product selling
9.	December		Mime
			Standup comedy
			Short film making
10.	January		Rangoli

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