Annual Pedagogical Plan for Leading Learning

School Name: VANASTHALI PUBLIC SCHOOL

District: North West State: Delhi

Affiliation/UDISE Number:  **2730474** / 07010303041

Academic Session: 2021-22

Principal’s Name: Mrs. Sangeeta Rani

**Committee Members of the Annual Pedagogical Plan**

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| **Sl. No** | **Name of the Teacher** | **Designation** |
| 1. | Mrs. Sangeeta Rani | Principal |
| 2. | Mr.Govind Parasad | PGT |
| 3. | Mr. Pawan Kumar | PGT |
| 4. | Mrs Premlata | TGT |
| 5. | Mrs Ruchi | TGT |

**MEETING DETAILS**

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| **Meetings** | **Date** | **Venue** | **Agenda** |
| I Meeting | 10/11/2021 | Principal’s Chamber | Introduction about Pedagogical plan and making the team |
| II Meeting | 11/11/2021 | Google meet | Academic Calendar |
| III Meeting | 15/11/2021 | Library | House Master |
| IV Meeting | 18/11/2021 | Library | Curriculum |
| V Meeting | 22/11/2021 | Library | Lesson Plan |
| VI Meeting | 27/12/2021 | Library | Annual Themes and Community outreach |
| VII Meeting | 03/03/2021 | Library | Class-Room activity |
| IX Meeting | 05/03/2021 | Library | Assessment Structure |

SCHOOL’S VISION STATEMENT**:**

To recognize and to bring forth the hidden potentialities of our students for an all round development of their personality like

self- discipline, enthusiasm and Endeavour.

Reviews of the Vision of the School:

* Innovation is given primary importance and is practiced by encouraging students to participate in various competitions.
* All round development of personality is being given more importance by encouraging them to participate in sports, art, literary works, drawings etc.

SCHOOL’S MISSION STATEMENT**:**

A humble effort to redefine the cause of excellence in education, empower the students academically excellent and holistic with scientific temperament.

* Value education is mandatorily incorporated with the school syllabus. Separate books class - wise have been selected for it.
* Value based stories are narrated by students/teachers during the school assemblies and all the values are highlighted.
* To empower the students creative /critical ability all the students of the school have an access to the Atal Tinkering Lab and incorporated in the school syllabus.

# Strength of the School:

* Collaborative work culture amongst faculty
* Good ambience and peaceful environment**.**
* Good transport connectivity.
* Cordial relationship with the stakeholders
* Good understanding and co- operation amongst staff.
* Availability of potable tap water
* Good interpersonal relation.
* Good parent – teacher rapport.
* Professional Upgradation is a continuous process in the school.
* Freedom to carry out innovative ideas are encouraged and appreciated.

# Areas of improvements:

* + Abilities of teaching faculty is strengthen through vigorous training programmes.
  + Students get opportunities to innovate.
  + More encouragement to staff to be innovative.
  + Continuous & comprehensive professional learning is occasionally practiced.
  + Motivation is required to practice new innovative pedagogies.

# Challenges:

* + Time Management.
  + Completion of syllabus
  + Adjustments in switching over from online to offline classes and

vice versa.

* + Adjustment in switch over from existing assessment pattern to the new pattern due to the pandemic.
  + Weak foundation of the students due to online classes in the

# 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.

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| **DESCRIPTOR : Engaging in Teachers’ Professional Development** | | | | |  |
| **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 :**  Empower teachers to become agents of change.  **Sub-Actionable 1:**  Believe in teachers’ ability to seek and provide solutions.  **Sub-Actionable 2:** Practice distributed leadership to improve overall school systems, processes and environment.  **Sub-Actionable 3:** Create a collaborative culture in the school for teachers to work together.  **Sub-Actionable 4:** Encourage teachers to identify areas of the school where change could be brought through Action Research.  **Sub-Actionable 5:** Develop teachers’ capacity to undertake Action Research. needs of teachers. | To encourage teachers to enroll for online workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy at various plateform provided such as Diksha App. | Teachers will be encouraged to learn new digital techniques.  Teachers will be encouraged to prepare rubrics for the assessment.  Teachers will be encouraged to attend the CBSE course regularly to know more about NEP2020.  Modify rubrics based on usage and need. | Principal  Co-cordinators | Final draft  1st Dec 2021 to 15th Jan 2022.  Implementation: 16th Jan 2022. | Teachers will be able to implement NEP2020  Effectively.  Come up with positive and problem solving attitude towards a solution by using digital tools in their classroom.  All teachers will use rubrics to determine the attainment of learning outcomes. |

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| **DESCRIPTOR : leading the teaching – learning process** | | | | |  |
| **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 be achieve what we want to do? | Who is responsible? | What is the time line for implementation? | What will the impact look like? |
| **Actionable :**  Develop a shared understanding of teaching-learning.  **Sub-Actionable 1:**  Create a common understanding that the purpose of teaching learning is to make students future ready.  **Sub- Actionable 2:**  Dialogue with teachers to share the good academic practices of the schools for overall improvement of the teaching learning process.  **Sub-Actionable3:** Encourage teachers to have a better understanding of what is an effective teaching learning process in the classroom.  **Sub-Actionable 4;** Co- construct mechanisms with  teachers that would help evaluate classroom practices. | We have planned exchange programs for teachers and support teachers to undertake innovative and research based pedagogical practices to improve student learning.  Develop collabration with different schools and plan exchange program for teachers. | Use of CBSE Hubs of learning to learning partner with local schools and plan exchange program for teachers.  Guide teachers on how to establish their SMART goals.  To have exchange programs with schools.  Actively participate in online seminars. | Principal  Vice Principal Educational Officer Coordinator | Final draft 1st Dec 2021 to 15th Jan 2022. Implementation:  16th Jan 2022.  Continue for the next academic year 2021-22 with suitable changes if required after review. | Few of our teachers will attend the webinars and learn some good practices.  Best practices of those schools will be followed. Two of our teachers will have online discussion to learn their teaching learning process. New shared methods of pedagogy will bring a total positive change. |

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| **DESCRIPTOR : Developing a learning 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 timeline for | What will be the impact  look like? |
| **Actionable :**  Encourage teachers to deepen learning  **Sub-Actionable1**:  Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning  **Sub-Actionable 2:**  Support and build a climate for adopting innovative instructional strategies for effective learning.  **Sub-Actionable 3:**  Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.  **Sub-Actionable 4:**  Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students. | We need to provide challenging opportunities for students to imbibe knowledge through experiential, innovative and collaborative methods.  Listen actively to and support suggestions, ideas and comments provided by teachers and students.  Guide teachers to utilize data for effective planning and instructional plans.. | Encourage inclusive and competency based learning.  Implementation of 21st century skills of learning along with the NEP 2020.  Practical learning should be encouraged Celebrate success stories with the larger school community  Set high expectations for students and communicate these effectively.  Communicate the vision and mission to all stakeholders.  Adopt transparency, fairness and respect in engaging with stakeholders. Seek feedback from  stakeholders to improve school. Action feedback that is received. Practice an open-door policy for stakeholders. Seek inputs from stakeholders to understand which processes/ practices are felt untrustworthy. Accept and model that failure is a method /mechanism to learn. | Principal Vice Principal Teachers Parents  Mentor  Local administrators | Final draft:  1st December 2021 to 15th January 2022  Implementation : 16th January 2022  To be ongoing through the academic session | Quality of learning will be improved and at the same time quantitative result will also improve.  School average will also go at a high level if learning is more joyful and stress free.  Design innovative ways to engage parents in their  child’s learning journey.  A visible shift in culture will be observed, through a scientifically designed learning culture survey – from start and end points through the academic session |
| **Sub-Actionable 5:** |  |  |  |  |
| Guide teachers to utilize data for effective planning and execution of instructional plans. |  |  |  |  |
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RATING SCALE

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| **Descriptor 1: Engaging in teachers’ Professional Development** | | | | | | |
| **Actionable** | **Sub – points in the actionable** | **1** | **2** | **3** | **4** | **5** |
| **Ascertain the needs for professional development through collaborative practices** | Co-construct mechanisms with faculty, that suit the context of the school, in order to identify their professional needs (eg:, co-create rubrics, checklists, rating scales with faculty). |  |  |  | √ |  |
| Use these co-constructed mechanisms on a regular basis. |  |  | √ |  |  |
| Engage in a dialogue with individual teachers to identify individual needs and the way forward. |  |  |  | √ |  |
| Establish subject-wise committees for feedback on current knowledge and skills of teachers and  identify specific teacher’s needs. |  |  |  | √ |  |
| Establish SMART targets for teachers. |  |  | √ |  |  |
| **Create opportunities for continuous and comprehensive professiona learning** | Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible. |  |  | √ |  |  |
| Organize in-school workshops, training and talks calling experts and also by the school leaders  that are based on identified school needs. |  |  |  |  | √ |
| Encourage teachers to enroll for online professional courses for advanced learning. |  |  |  |  | √ |
| Hold teacher seminars where best practices shared across grade levels and subjects. |  |  |  |  | √ |
| Create learning groups within the school, and if possible, with other schools, where teachers  discuss and deliver it on educational discourse. |  |  | √ |  |  |
| Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric . |  |  |  | √ |  |

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| **Promote reflective** | Develop day-to-day ways of working in the school that embed the professional learning and |  |  |  | √ |  |
| **thinking and meta** | constructivist pedagogy. |  |
| **cognitive thinking practices among teachers** |  |  |
| Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to  become self-aware of their practice. |  |  | √ |  |  |
| Encourage with teachers to deconstruct what student-centred learning processes look like in a |  |  |  | √ |  |
|  | classroom and a role of a teacher in such a classroom. |  |
|  | Challenge teachers to continually examine the extent to which their practices support student |  |  | √ |  |  |
|  | learning. |  |
| **Empower teachers to become agents of change** | Believe in teachers’ ability to seek and provide solutions |  |  |  | √ |  |
| Practice distributed leadership to improve overall school systems, processes, and environment. |  |  |  | √ |  |
| Create a collaborative culture in the school for teachers to work together. |  |  |  | √ |  |
| Encourage teachers to identify areas of the school where change could be brought through  Action Research. |  |  |  | √ |  |
| Develop teachers’ capacity to undertake Action Research. |  |  |  | √ |  |

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| **Descriptor 3: Leading the teaching – learning process** | | | | | | |
| **Actionable** | **Sub – points in the actionable** | **1** | **2** | **3** | **4** | **5** |
| **Develop a shared understanding of teaching-learning** | Create a common understanding that the purpose of teaching learning is to make students future ready. |  |  |  | √ |  |
| Dialogue with teachers to deconstruct theories of learning. |  |  | √ |  |  |
| Encourage teachers to develop what good teaching and learning would look like in the classroom. |  |  | √ |  |  |
| Co-construct mechanisms, with teachers, that would help evaluate classroom practices. |  |  | √ |  |  |
| **Create a conducive environment for learning.** | Acknowledge teachers as the leaders of classroom instructional practice that guides student learning. |  |  | √ |  |  |
| Encourage teachers to plan lessons collaborative. |  |  |  |  | √ |
| Support teachers to undertake innovative and research based pedagogical practices to improve student  learning. |  |  |  |  | √ |
| Encourage students to reflect on their learning, areas of strength and development. |  |  |  | √ |  |
| Create a culture that helps students to learn with joy and not fear. |  |  |  | √ |  |
| Provide adequate resources for students to learn. |  |  |  | √ |  |
| Encourage teachers to be the facilitators of student learning and creators of productive classroom  environments, in which students can develop future- focused skills. |  |  |  | √ |  |
| Promote learning experiences outside the classroom through experiential learning. |  |  |  |  | √ |
| **Encourage teachers to become reflective practitioners** | Assist teachers to establish their own SMART goals for teaching-learning, with particular focus on developing self-aware learners. |  |  | √ |  |  |
| Guide teachers on how to achieve their SMART goals. |  |  | √ |  |  |
| Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and  provide developmental feedback. |  |  |  | √ |  |
| Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, where ever possible. |  |  |  | √ |  |
| Demonstrate to teachers what out standing practice looks like by co-teaching with them. |  |  |  | √ |  |
| Collaborate with different schools, locally, nationally, and globally and plan exchange programs for  teachers and students. |  |  |  |  | √ |

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| **Descriptor 4: Developing a learning culture** | | | | | | |
| **Actionable** | **Sub – points in the actionable** | **1** | **2** | **3** | **4** | **5** |
| **Create the ‘social** | Engage actively with staff and students, in a fair and transparent manner, to understand individual |  |  |  | √ |  |
| **glue’ by building a** | teachers and students. |  |
| **culture of trust and** |
| Practice the habit of ‘understand others and seeking to be understood by others’. |  |  | √ |  |  |
| **self-improvement** |
| Encourage positivity and empathy among stakeholders. |  |  |  | √ |  |
|  | Create opportunities for staff and students’ wellbeing. |  |  |  | √ |  |
|  | Celebrate success stories with the larger school community. |  |  |  | √ |  |
|  | Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived |  |  | √ |  |  |
|  | as learning opportunities. |  |
|  | Listen actively to and support suggestions, ideas and comments on school improvement that are |  |  |  | √ |  |
|  | provided by teachers and students. |  |
|  | Be a role model for teachers and students and demonstrate that a principal is a life-long learner. |  |  |  | √ |  |
| **Develop policies** | Establish an open – door policy and transparent communication amongst stakeholders. |  |  |  | √ |  |
| **and systems that** |  |  |
| **support a culture of learning by including all stakeholders** |
| Formulate policies that establish the school as being safe and secure. These could include policies  on child protection and safe guarding, health and safety, cyber safety, behavior management etc. |  |  |  | √ |  |
| Establish mechanisms and procedures for effectively implementing the policies. For instance, set up  systematic procedures that address concerns and grievances of all stakeholders. |  |  |  | √ |  |
|  | Minimize disruptions to classroom instructional time by monitoring the amount of time spent by |  |  |  | √ |  |
|  | teachers on non – instructional activities or out of school(official) assignments. |  |
|  | Hold students, teachers, and para teachers accountable by being transparent. |  |  |  | √ |  |
|  | Regularly invite stakeholders(students, teachers, parents, and SMC members) to discuss on how the |  |  |  | √ |  |
|  | vision of the school is being fulfilled through innovative pedagogical and inclusive practices, |  |
|  | students achievements and areas of academic concern, if any. |  |
|  | Ensure decisions are backed by research and are data driven. |  |  |  | √ |  |
| **Keep students at the heart of the learning culture** | Set high expectations for students and communicate these effectively. |  |  |  | √ |  |
| Provide challenging opportunities for students to learn experientially,innovatively, and collaboratively. |  |  |  | √ |  |
| Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles. |  |  |  | √ |  |
| Encourage students to use assessments as feedback and as an opportunity to learn. |  |  |  |  | √ |
| Develop students’ ability to reflect on their own strengths and areas of development across subjects. |  |  |  |  | √ |
| Inculcate values, gender sensitivity and life skills by embedding these within the learning  experiences. |  |  |  |  | √ |
| Develop pre-vocational and vocational skills, art appreciation and physical education through an  integrated curriculum. |  |  |  |  | √ |
| **Encourage teachers to deepen learning.** | Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to  improve student learning. |  |  |  | √ |  |
| Support and build a climate for adopting innovative instructional strategies for effective learning. |  |  |  | √ |  |
| Establish norms for sharing best practices and innovation in the school that lead to healthy and constructive academic debates. |  |  |  | √ |  |
| Explore the potential of ICT and online learning platforms, adopt flipped learning, blended  learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students. |  |  |  | √ |  |
| Guide teachers to utilize data for effective planning and execution of instructional plans. |  |  |  |  | √ |
| **Make parents active partners in the educational journey of their child** | Design innovative ways to engage parents in their child’s learning journey. |  |  |  | √ |  |
| Engage parents to collaborate and participate in various school activities. |  |  |  | √ |  |
| Hold workshops and seminars on parenting and other relevant topics. |  |  | √ |  |  |
| Invite parents to address students on their chosen careers or areas of expertise. |  |  |  | √ |  |
| Create Parent Groups that work with the school principal on improving and strengthening school  systems. |  |  |  | √ |  |

INSIGHTS

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| **Descriptor** | **Insights after assessing the actionable – s** |
| **Engaging in teachers professional development** | 1. Encourage teachers to enroll for online professional courses for advanced learning. 2. Develop teachers’ capacity to undertake Action Research. 3. Believe in teachers’ ability to seek and provide solutions |
| Initiating innovations in the school | 1. Give voice to student ideas encouraging them to take initiatives at school 2. Encourage and support teachers to try out new ideas. 3. Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning. |
| **Leading the teaching learning process** | 1. Encourage teachers to plan lessons collaborative. 2. Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students. 3. Promote learning experiences outside the classroom through experiential learning. |
| **Developing a learning culture** | 1. Encourage students to use assessments as feedback and as an opportunity to learn. 2. Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences. 3. Guide teachers to utilize data for effective planning and execution of instructional plans. |
| Building a culture of inclusion | 1. Establish shared beliefs of respect and care. 2. Enhance engagement and value the achievement of all learners. 3. Emphasize group processes and a problem –solving approach. |
| Becoming and being a self- aware leader | 1. Self – assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layer 1 and 2 of the pedagogical leadership framework. 2. Take feedback from teachers, students, parents and SMC on their perception of your work, value skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework. 3. Analyze feedback received from stakeholders and map it to the self analysis. |

**ANNUAL THEME**

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| **MONTH** | **THEME** |
| APRIL | *Spring is back* |
| MAY | *Summer activities* |
| JUNE | *Back to school* |
| JULY | *Animals all around* |
| AUGUST | *Patriotism* |
| SEPTEMBER | *Reading is fun* |
| OCTOBER | *The five senses* |
| NOVEMBER | *What is inside me* |
| DECEMBER | *All things cold* |
| JANUARY | *Taking care of myself* |
| FEBRUARY | *It’s all about Respect* |
| MARCH | *I can do more* |

**COMMUNITY OUTREACH PROGRAMS**

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| **S.NO** | **MONTH** | **DATE** | **SCHOLASTIC** |
| 1. | April | 07/04/2021 | World Health day |
| 22/4/2021 | Earth day |
| 2. | May | 01/05/2021 to 2/05/2021 | Summer camp |
| 3. | June | 26/06/2021 | World Heritage Day |
| 4. | July | - | - |
| 5. | August | 18/08/2021 | International Youth Day |
| 22/08/2021 | Rakhi making competition. |
| 6. | September | 04/09/2021 | Disaster Management club Activity |
| 08/09/2021 | International literacy day |
| 14/09/2021 | Hindi Diwas |
| 7. | October | 08/10/2021 | Indian Air force day |
| 8. | November | - | - |
| 9. | December | 07/12/2021 | Indian Armed forces Flag day |
|  |  | 24/12/2021 | National Consumers day |
| 10. | January | 25/01/2022 | National Voters Day |
| 11. | February | 04/02/2022 | World Cancer Day |
| 12. | March | - | - |

###### ASSEMBLY SCHEDULE

Time: 9:00 am to 9:30 am

The assembly is an open meeting of the whole school in one place. It gives the child a sense of confidence as he or she is publicly praised for what he or she contributes to education, personal and school. The glitter of such a talented little kid inspires other kids too.

The assemble is conducted by different houses according to the scheduled activities.

**Encouraging all languages to set dates for the meeting to be held in a particular language.**

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| **Days** | **Language** |
| Monday to Wednesday | English |
| Thursday | Sanskrit |
| Friday | Hindi |
| Saturday | House Assembly / Scout & Guides |

**House Masters are responsible to conduct the assembly:**

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| **S.No.** | **Houses** | **Masters** |
| 1 | Jal | Ms.Radhika |
| 2 | Agani | Ms. Yogita |
| 3 | Vayu | Ms.Pushanjali |
| 4 | Prathvi | Mrs. Rahul |

**Activities involved in assembly schedule:**

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| **S.No.** | **Activities (Monday To Friday)** | **Frequency** |
| 1. | Hymns | Daily |
| 2. | Thought | Daily |
| 3. | GK Quiz | Daily |
| 4. | News (National, International and Sports) | Daily |
| 5. | Scientific facts/ Poem recitation/Speech/Moral Stories | Daily |
| 6. | Certificate distribution | Occasional |
| 7. | Pledge | Daily |
| 8. | National Anthem | Daily |

ACADEMIC CELENDER

**(Calendar 2021-22)**

**April 2021**

|  |  |  |  |  |  |  |
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| **Sunday** | **Mon.** | **Tue** | **Wed.** | **Thur**  **1** | **Fri.**  **2**  **Good Friday** | **Sat.**  **3**  **Jr. Wings** |
| **Sunday**  **4** | **Mon.**  **5** | **Tue.**  **6** | **Wed.**  **7** | **Thur**  **8** | **Fri.**  **9** | **Sat.**  **10**  **Jr. Wings** |
| **Sunday**  **11** | **Mon.**  **12** | **Tue.**  **13** | **Wed.**  **14**  **Ambedkar**  **Jayanti** | **Thur**  **15** | **Fri.**  **16** | **Sat.**  **17**  **Jr Wings** |
| **Sunday**  **18** | **Mon.**  **19** | **Tue**  **20** | **Wed**  **21**  **Ram Navmi** | **Thur**  **22** | **Fri**  **23** | **Sat**  **24**  **Jr. Wings** |
| **Sunday**  **25**  **Mahavir**  **Jayanti** | **Mon.**  **26** | **Tue.**  **27** | **Wed.**  **28** | **Thur**  **29** | **Fri**  **30** |  |

**May 2021**

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| --- | --- | --- | --- | --- | --- | --- |
| **Sunday**  **30** | **Mon.**  **31** | **Tue** | **Wed.** | **Thur** | **Fri.** | **Sat.**  **1**  **Jr. Wings** |
| **Sunday**  **2** | **Mon.**  **3** | **Tue.**  **4** | **Wed.**  **5** | **Thur**  **6** | **Fri.**  **7** | **Sat.**  **8**  **Jr. Wings** |
| **Sunday**  **9** | **Mon.**  **10** | **Tue.**  **11** | **Wed.**  **12** | **Thur**  **13** | **Fri.**  **14**  **Id-ul -Fitter** | **Sat.**  **15**  **Jr Wings** |
| **Sunday**  **16** | **Mon.**  **17** | **Tue**  **18** | **Wed**  **19** | **Thur**  **20** | **Fri**  **21** | **Sat**  **22**  **Jr. Wings** |
| **Sunday**  **23** | **Mon.**  **24** | **Tue.**  **25** | **Wed.**  **26**  **Buddh**  **Purnima** | **Thur**  **27** | **Fri**  **28** | **Sat.**  **29**  **Jr. Wings** |

**June 2021**

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| **Sunday** | **Mon.** | **Tue**  **1** | **Wed.**  **2** | **Thur**  **3** | **Fri.**  **4** | **Sat.**  **5**  **Jr. Wings** |
| **Sunday**  **6** | **Mon.**  **7** | **Tue.**  **8** | **Wed.**  **9** | **Thur**  **10** | **Fri.**  **11** | **Sat.**  **12**  **Jr. Wings** |
| **Sunday**  **13** | **Mon.**  **14** | **Tue.**  **15** | **Wed.**  **16** | **Thur**  **17** | **Fri.**  **18** | **Sat.**  **19**  **Jr Wings** |
| **Sunday**  **20** | **Mon.**  **21** | **Tue**  **22** | **Wed**  **23** | **Thur**  **24** | **Fri**  **25** | **Sat**  **26**  **Jr. Wings** |
| **Sunday**  **27** | **Mon.**  **28** | **Tue.**  **29** | **Wed.**  **30** |  |  |  |

**July 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue** | **Wed.** | **Thur**  **1** | **Fri.**  **2** | **Sat.**  **3**  **Jr. Wings** |
| **Sunday**  **4** | **Mon.**  **5** | **Tue.**  **6** | **Wed.**  **7** | **Thur**  **8** | **Fri.**  **9** | **Sat.**  **10**  **Jr. Wings** |
| **Sunday**  **11** | **Mon.**  **12** | **Tue.**  **13** | **Wed.**  **14** | **Thur**  **15** | **Fri.**  **16** | **Sat.**  **17**  **Jr Wings** |
| **Sunday**  **18** | **Mon.**  **19** | **Tue**  **20** | **Wed**  **21**  **Id-ul-Zuha** | **Thur**  **22** | **Fri**  **23** | **Sat**  **24**  **Jr. Wings** |
| **Sunday**  **25** | **Mon.**  **26** | **Tue.**  **27** | **Wed.**  **28** | **Thur**  **29** | **Fri**  **30** | **Sat.**  **31** |

**August 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday**  **1** | **Mon.**  **2** | **Tue**  **3** | **Wed.**  **4** | **Thur**  **5** | **Fri.**  **6** | **Sat.**  **7**  **Jr. Wings** |
| **Sunday**  **8** | **Mon.**  **9** | **Tue.**  **10** | **Wed.**  **11** | **Thur**  **12** | **Fri.**  **13** | **Sat.**  **14**  **Jr. Wings** |
| **Sunday**  **15**  **Independence**  **Day** | **Mon.**  **16** | **Tue.**  **17** | **Wed.**  **18** | **Thur**  **19** | **Fri.**  **20**  **Moharram** | **Sat.**  **21**  **Jr Wings** |
| **Sunday**  **22**  **Raksha**  **Bandhan** | **Mon.**  **23** | **Tue**  **24** | **Wed**  **25** | **Thur**  **26** | **Fri**  **27** | **Sat**  **28**  **Jr. Wings** |
| **Sunday**  **29** | **Mon.**  **30**  **Janmashtmi** | **Tue.**  **31** | **Wed.** | **Thur** | **Fri** |  |

**September 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue** | **Wed.**  **1** | **Thur**  **2** | **Fri.**  **3** | **Sat.**  **4**  **Jr. Wings** |
| **Sunday**  **5** | **Mon.**  **6** | **Tue.**  **7** | **Wed.**  **8** | **Thur**  **9** | **Fri.**  **10** | **Sat.**  **11**  **Jr. Wings** |
| **Sunday**  **12** | **Mon.**  **13** | **Tue.**  **14** | **Wed.**  **15** | **Thur**  **16** | **Fri.**  **17** | **Sat.**  **18**  **Jr Wings** |
| **Sunday**  **19** | **Mon.**  **20** | **Tue**  **21** | **Wed**  **22** | **Thur**  **23** | **Fri**  **24** | **Sat**  **25**  **Jr. Wings** |
| **Sunday**  **26** | **Mon.**  **27** | **Tue.**  **28** | **Wed.**  **29** | **Thur**  **30** |  |  |

**October 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday**  **31** | **Mon.** | **Tue** | **Wed.** | **Thur** | **Fri.**  **1** | **Sat.**  **2**  **Gandhi**  **Jayanti**  **Jr. Wings** |
| **Sunday**  **3** | **Mon.**  **4** | **Tue.**  **5** | **Wed.**  **6** | **Thur**  **7** | **Fri.**  **8** | **Sat.**  **9**  **Jr. Wings** |
| **Sunday**  **10** | **Mon.**  **11** | **Tue.**  **12** | **Wed.**  **13** | **Thur**  **14** | **Fri.**  **15**  **Dussehra** | **Sat.**  **16**  **Jr Wings** |
| **Sunday**  **17** | **Mon.**  **18** | **Tue**  **19** | **Wed**  **20**  **Valmiki**  **Jayanti**  **Id-Ul-Milad** | **Thur**  **21** | **Fri**  **22** | **Sat**  **23**  **Jr. Wings** |
| **Sunday**  **24** | **Mon.**  **25** | **Tue.**  **26** | **Wed.**  **27** | **Thur**  **28** | **Fri.**  **29** | **Sat.**  **30**  **Jr. Wings** |

**November 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.**  **1** | **Tue**  **2** | **Wed.**  **3** | **Thur**  **4**  **Diwali** | **Fri.**  **5**  **Goverdhan**  **Puja** | **Sat.**  **6**  **Jr. Wings**  **Bhaiya**  **Dooj** |
| **Sunday**  **7** | **Mon.**  **8** | **Tue.**  **9** | **Wed.**  **10** | **Thur**  **11** | **Fri.**  **12** | **Sat.**  **13**  **Jr. Wings** |
| **Sunday**  **14** | **Mon.**  **15** | **Tue.**  **16** | **Wed.**  **17** | **Thur**  **18** | **Fri.**  **19**  **Guru Nanak Birthday** | **Sat.**  **20**  **Jr Wings** |
| **Sunday**  **21** | **Mon.**  **22** | **Tue**  **23** | **Wed**  **24** | **Thur**  **25** | **Fri**  **26** | **Sat**  **27**  **Jr. Wings** |
| **Sunday**  **28** | **Mon.**  **29** | **Tue.**  **30** |  |  |  |  |

**December 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue** | **Wed.**  **1** | **Thur**  **2** | **Fri.**  **3** | **Sat.**  **4**  **Jr. Wings** |
| **Sunday**  **5** | **Mon.**  **6** | **Tue.**  **7** | **Wed.**  **8** | **Thur**  **9** | **Fri.**  **10** | **Sat.**  **11**  **Jr. Wings** |
| **Sunday**  **12** | **Mon.**  **13** | **Tue.**  **14** | **Wed.**  **15** | **Thur**  **16** | **Fri.**  **17** | **Sat.**  **18**  **Jr Wings** |
| **Sunday**  **19** | **Mon.**  **20** | **Tue**  **21** | **Wed**  **22** | **Thur**  **23** | **Fri**  **24** | **Sat**  **25**  **Jr. Wings**  **Christmas** |
| **Sunday**  **26** | **Mon.**  **27** | **Tue.**  **28** | **Wed.**  **29** | **Thur**  **30** | **Fri.**  **31** |  |

**January 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue** | **Wed.** | **Thur** | **Fri.** | **Sat.**  **1**  **New year day**  **22** |
| **Sunday**  **2** | **Mon.**  **3** | **Tue.**  **4** | **Wed.**  **5** | **Thur**  **6** | **Fri.**  **7** | **Sat.**  **8** |
| **Sunday**  **9** | **Mon.**  **10** | **Tue.**  **11** | **Wed.**  **12** | **Thur**  **13** | **Fri.**  **14** | **Sat.**  **15** |
| **Sunday**  **16** | **Mon.**  **17** | **Tue**  **18** | **Wed**  **19** | **Thur**  **20** | **Fri**  **21** | **Sat**  **22** |
| **Sunday**  **23** | **Mon.**  **24** | **Tue.**  **25** | **Wed.**  **26**  **Republic day** | **Thur**  **27** | **Fri.**  **28** | **Sat**  **29** |
| **Sunday**  **30** | **Mon.**  **31** |  |  |  |  |  |

**February 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue**  **1** | **Wed.**  **2** | **Thur**  **3** | **Fri.**  **4** | **Sat.**  **5** |
| **Sunday**  **6** | **Mon.**  **7** | **Tue.**  **8** | **Wed.**  **9** | **Thur**  **10** | **Fri.**  **11** | **Sat.**  **12** |
| **Sunday**  **13** | **Mon.**  **14** | **Tue.**  **15** | **Wed.**  **16** | **Thur**  **17** | **Fri.**  **18** | **Sat.**  **19** |
| **Sunday**  **20** | **Mon.**  **21** | **Tue**  **22** | **Wed**  **23** | **Thur**  **24** | **Fri**  **25** | **Sat**  **26** |
| **Sunday**  **27** | **Mon.**  **28** |  |  |  |  |  |
|  |  |  |  |  |  |  |

**March 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Mon.** | **Tue**  **1**  **Maha shivratri** | **Wed.**  **2** | **Thur**  **3** | **Fri.**  **4** | **Sat.**  **5** |
| **Sunday**  **6** | **Mon.**  **7** | **Tue.**  **8** | **Wed.**  **9** | **Thur**  **10** | **Fri.**  **11** | **Sat.**  **12** |
| **Sunday**  **13** | **Mon.**  **14** | **Tue.**  **15** | **Wed.**  **16** | **Thur**  **17**  **Holi** | **Fri.**  **18** | **Sat.**  **19** |
| **Sunday**  **20** | **Mon.**  **21** | **Tue**  **22** | **Wed**  **23** | **Thur**  **24** | **Fri**  **25** | **Sat**  **26** |
| **Sunday**  **27** | **Mon.**  **28** | **Tue.**  **29** | **Wed.**  **30** | **Thur**  31 |  |  |

### TEACHER’S LIST

|  |  |  |  |
| --- | --- | --- | --- |
| **CLASS** | **NOS.OF STUDENTS** | **CLASS INCHARGE** | **TEACHERS NAME** |
| JR. NURSERY | 06 | Mrs. Rachna | Mother Teacher |
| SR. NURSERY | 04 | Mrs.Neeru | Mother Teacher |
| I | 12 | Mrs. Monika | Mother Teacher |
| II | 08 | Ms.Archna | Mother Teacher |
| III | 14 | Mrs. Priyanka | Science Teacher |
| IV | 17 | Ms. Lalita | English Teacher |
| V | 12 | Ms.Yogita | Mathematics Teacher |
| VI | 07 | Ms.Pushpanjali | Hindi Teacher |
| VII | 16 | Mr. Rahul | Science Teacher |
| VIII | 15 | Mr. Pawan | Hindi Teacher |
| IX | 13 | Ms.Ruchi | Mathematics Teacher |
| X | 17 | Ms.Radhika | Science and Maths Teacher |
| XI | 10 | Ms.Premlata | Accountancy Teacher |
| XII | 07 | Mr. Govind | Economics Teacher |

**Teachers Training:**

##### All teachers are well trained from time to time as per CBSE norms.

* Teachers will attend the training programs as per the monthly training calendar issued by CBSE.

**TEACHER’S DAILY DIARY FORMAT**

**Name of Teacher Post Date**

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

**Teacher’s Signature Principal’s Signature**

**FORTNIGHTLY LESSON PLAN**

**Class Subject**

**Date: chapter Name:**

**Methodology Teachning Aid**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.no.** | **Topic (Sub topic)** | **Teacher’s class work** | **Student’s Class work** | **Expected learning outcome** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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Evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Remarks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Sign\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal’s Sign\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHERS PERFORMANCE FORMAT**

**Teacher’s Name: School:**

**Date: Reviewed By:**

**Class/Subject: Topic:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PARAMETERS** | **RUBRICS** | **VERY EFFECTIVE** | **EFFECTIVE** | **RARELY EFFECTIVE** | **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/smartboard 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 |  |  |  |  |
| Student’s understanding |

Principal Remark:-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Signature :-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_