

1. SCHOOL INFORMATION

1.1 School Name and Complete Address with Phone number(s), Fax No., Email ID, Website etc.

NAME OF THE SCHOOL : LITTLE FLOWERS' SCHOOL, DAHOD
COMPLETE ADDRESS : SURESH SETH VIDYA SANKUL, OPP.ANAJ MARKET,
RALIYATI ROAD, DAHOD.
PHONE NO : 02673-220640
EMAIL ID : 11612@cbseshiksha.in
WEBSITE : <https://littleflowersschooldamses.com>

1.2 Name of the Principal/ HOS: **Mr. Krutarth Joshi K.**

1.3 Contact No.: **9898157414**

Email ID: joshikrutarth80@gmail.com

1.4 School Details:

Year of Affiliation: 2022 Affiliation No.: 430553 School Code: 11612

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary – **Middle, secondary and Senior Secondary**
- Boys/Girls/Co-Education – **Co-Education**
- Day School/Day Boarding/ Residential – **Regular School**
- (May tick more than one option)
- No. of Students: 991 (Total) 575 (Boys) 416 (Girls)
- No. of Divyang (with Special Needs) Students: 2 Facilities Available: **As per CBSE Guidelines**
- No. of Students in: Day School NA Day Boarding NA Boarding NA -
- Location Type: Urban/ Rural/ Hilly Area: Urban
- Is the School a Minority School? - NO
- School Quality Accreditation Details (if any): -NA

1.5 Number of Students on Roll (Class-wise):

Class	VI	VII	VIII
Number of Section	5	4	4
Students on Roll	162	151	152

Class	IX	X	XI	XII	Streams and Subjects in Sr. Secondary Level			
					Science	Commerce	Humanities	Vocational
Number of Sections	4	4	4	4	4	3	2	
Student on Roll	146	146	107	127	101	96	37	

1.6 School Academic Performance:

a) Pass Percentage during the last Academic Session:

Class	Number of Student appeared	Number of student passed	Pass percentage
CLASS VI	152	152	100%
CLASS VII	152	152	100%
CLASS VIII	145	145	100%
CLASS IX	147	147	100%
CLASS X	141	127	90.07%
CLASS XI	135	135	100%
CLASS XII	102	96	95.00%

b) Board Examination at a Glance:-

Class	Number of students	Number of students passed	Pass percentage	Number of students with A1 /mark between 91 to 100	Number of students with A2 /mark between 81 to 90	Special Remarks (if any)
X	141	127	90.07%	3	16	
XI	135	135	100%	2	13	
XII	102	96	95.00%	2	20	

1.7 Key strengths of the school:

- Trained and Experienced Teachers
- Well planned annual academic, Sports and activity calendar.
- Learner centered approach
- Spacious playground for sports and games
- Regular Parent Teacher Communication
- Providing platforms and opportunities for developing individual talents and skills.
- Remedial and enrichment classes for students.

1.8 Staff details:

The number of teacher is including Librarian, PET and Principal in position (regular, Ad-hoc or part - time)

Group	Regular	Ad-hoc	Part-Time	Number of Teachers	
				Trained	Un-Trained
Middle	18			18	
Secondary	10			10	
Senior Secondary	11			11	
Supervisory heads	3			3	
Special Educator	1			1	
PETs	1			1	
Librarian	1			1	
Music Teachers	1			1	
Dance Teachers	1			1	
Yoga Teachers	1			1	
Other(if any)					
Counsellor					
Total	48			48	

2. ANNUAL PEDAGOGICAL PLAN 2024-25

2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPc
Mr. Krutarth Joshi	PRINCIPAL	Monitoring of annual pedagogical plan
Mrs. Krishna Panchal	ACADEMIC SUPERVISOR	Preparation of annual pedagogical plan & pedagogical strategies
Mrs. Madhulika malik	ACTIVITY SUPERVISOR	Preparation of annual pedagogical plan & pedagogical strategies
Mrs. Neelam Naik	ACADEMIC SUPERVISOR	Preparation of annual pedagogical plan & pedagogical strategies
Mr. Fanee Shukla	HEAD OF DEPARTMENT [MATHS]	Curriculum development, advisory and analysis
Mr. Mayank pawar	HEAD OF DEPARTMENT [SCIENCE]	Curriculum development, advisory and analysis
Mr. Ashraf Sabjifarosh	HEAD OF DEPARTMENT [SOCIAL SCIENCE]	Curriculum development, advisory and analysis
Ms. Fehmida khan	HEAD OF DEPARTMENT [ENGLISH AND OTHER LANGUAGE]	Curriculum development, advisory and analysis
Mrs. Sunita Taneja Mrs. Neelam Naik	HEAD OF DEPARTMENT [HOLISTIC DEVELOPMENT]	Curriculum development, advisory and analysis
Mrs. Chandana Chaudhary Mr. Abhishek Shrivastava	HEAD OF DEPARTMENT [C.P.D-CONTINUOUS PROFESSIONAL DEVELOPMENT]	Curriculum development, advisory and analysis

PPC Meetings to develop APP		
Date	Stake holders Consulted	Discussions Held
01/03/24	<ul style="list-style-type: none"> • Principal • All class coordinators • Teachers 	<ul style="list-style-type: none"> • Planning of the yearlong activities under the principal's instruction. • Framing the annual examination schedule. • Planning School function, sports activities. • Timetable preparation for 24-25.
06/03/24	<ul style="list-style-type: none"> • Principal • All class coordinators • Teachers 	<ul style="list-style-type: none"> • Planning the constitution of different Committees • Framing the annual staff duty list in consultation with the Principal • Developing Pedagogical Plans department wise (Ex. Art Education, Theatre, MASP, usages of tabs, developing integrated approach in Teaching) for 24-25.
08/03/24	<ul style="list-style-type: none"> • Principal • All class coordinators • Teachers 	<ul style="list-style-type: none"> • Discussion of the class wise annual result. • Planning the departmental result declaration ceremonies. • Monitoring of criteria for evaluation of teaching methodology.

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

- **Vision Statement**

- To provide education in a fully inclusive and eco – friendly environment with equal opportunities to all including the economically and socially weaker sections of society of this backward area at the door step.

- **Mission Statement**

- To provide excellent academic environment for students by own pedagogy.
- To establish worthy career and personal counseling center.
- To create best platform and guidance about literature and performing arts for students.
- To provide fruitful sports coaching to students.
- To inculcate Indian culture based values in the students.
- To make modern technology as an important pillar of school.

- **Our Values / Moto**

- Lead, Learn, Explore, Archive and Believe.

- **Our Focus**
 - To create a joyful learning atmosphere so that students can express themselves freely and explore their creative side to develop their personality.

- **OUR PEDAGOGICAL VISION**

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 experience.

Our Teaching Learning Approach

To ensure students are engaged and involved in their learning at Bangalore we personalize learning in the following ways:

- Carefully planned curriculum based on each individual child's needs which includes:
- Emphasis on prior knowledge.
- Stress on individual interests.
- Focus on individual learning styles.
- Identifying the abilities and skills of students helps them identify their future learning goals.
- Students and teachers constructing learning pathways together based on two-way feedback conversations.
- Experiential learning as a way of life is not environment or curriculum specific.
- Teachers and students hold feedback conversations to discuss data and developmental needs and together they set goals. They discuss ways to reach those goals and the types of evidence that the students will need to produce.
- Scope and sequence needs to be flexible.
- Parents can track the progress of their wards via the Parents Portals.
- Student's need to be able to articulate their learning in conferences including video conferences.
- Teachers get to know students as "people" not just "students" and what their interests are.
- Children have choice in terms of regulating behavior, what/how to learn and how to present their learning.
- NEP , multiple intelligence

2.3 ACADEMIC RESOURCES:-

Name of the Academic Resources Segment –wise

Name of Resources	Segment Pre-Primary / Primary / Sec. / Sr.Sec	Usefulness
OUTDOOR PLAY AREA	Pri/Sec/Sr.Sec	Students gain strength, coordination and dexterity through Various outdoor play activities. Values like game spirit, waiting for one’s turn, self-discipline are also instilled through play.
ART CENTER	Pri/Sec/Sr.Sec	Students develop fine motor skill, creativity, imagination and expression and develop aesthetic sense through drawing & coloring and craft activity.
LANGUAGE CENTER & LIBRARY	Pri/Sec/Sr.Sec	Student Develop their vocal skill, learn about sequencing and ordering.
MUSIC CENTER	Pri/Sec/Sr.Sec	Student enhances their vocal Skill, Learn about Sequencing and ordering.
ACTIVITY ROOM	Pri/Sec/Sr.Sec	Various activities undertaken in the activity room, where kids are exposed to do pretend play portrayal of a doctor, carpenter, mechanic, chef etc. teach them life-skill through related objects. It also instils social skills respect for all helpers.
LIBRARY	Pri/Sec/Sr.Sec	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning.
MATHS LAB	Pri/Sec/Sr.Sec	Helps the students to build interest in the subject and greater scope for individual participation.
COMPUTER LAB	Pri/Sec/Sr.Sec	Online assessment of the students is done.
BIO LAB	Pri/Sec/Sr.Sec	Makes learning immersive and exciting
SCIENCE LAB	Pri/Sec/Sr.Sec	Helps the students to build scientific aptitude and promotes learning by doing.
PHYSICS LAB	Pri/Sec/Sr.Sec	students learn to apply theoretical physics concepts to real-world scenarios by conducting experiments, collecting data, analyzing results, drawing conclusions, and developing critical thinking skills
CHEMISTRY LAB	Pri/Sec/Sr.Sec	Students develop skills in using scientific equipment correctly and safely, making observations, taking measurements, and carrying out well-defined scientific procedures. Understanding of the nature of science.

SAMART CLASS	Pri/Sec/Sr.Sec	Audio-Visual senses of students are targeted and it helps the students store the information fast and more effectively. Uses interactive modules like videos and presentations. These visually attractive methods of teaching help students learn a concept that is difficult to understand through traditional methods.
WEB RESOURCES	Pri/Sec/Sr.Sec	Excellent source for self- education for students, meets their interests and needs.
RESEARCH PAPERS	Sec/Sr.Sec	Keeps the students updated about the recent findings.
EDUCATIONAL VISITS	Pri/Sec/Sr.Sec	Provides learning beyond the books.
ONLINE EDUCATIONAL PLATFORMS	Pri/Sec/Sr.Sec	Next education ERP, Google Classrooms, Diksha.

2.4 PEDAGOGICAL STRATEGIES

Class-wise and Subject-wise: Art integration, innovative pedagogies, and co-scholastic activities.

Stakeholders Class	Subject 1 (English)	Subject 2 (Gujarati)	Subject 3 (Hindi)	Subject 4 (Mathematics)	Subject 5 (Science)	Subject 6 (Social Science)
VI	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual	Maps Audio Visual
VII	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual	Maps Audio Visual
VIII	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual Brainstorming	Maps Audio Visual Brainstorming

Stakeholders Class	Subject 1 (English)	Subject 2 (Gujarati)	Subject 3 (Hindi)	Subject 4 (Mathematics)	Subject 5 (Science)	Subject 6 (Social Science)
IX	Collaborative Learning and outdoor learning	Grouping and pairing	Grouping and pairing	Math Lab and Audio visual	Students to explain ideas Audio visual Science lab	Info graphics maps Audio visual
X	Collaborative Learning and outdoor learning	Grouping and pairing	Grouping and pairing	Math Lab and Audio visual	Students to explain ideas Audio visual Science lab	Info graphics maps Audio visual
XI	Collaborative Learning and outdoor learning	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual Brainstorming	Maps Audio Visual Brainstorming
XII	Collaborative Learning and outdoor learning	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual Brainstorming	Maps Audio Visual Brainstorming

2.5 STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

Student Needs Assessment Mechanism	No of Students Identified for Remedial Class	No of Students Identified for Enrichment Class
Middle	60	405
Secondary	88	204
Sr. Secondary	40	194

Classroom Observation Schedule			
Classroom Observation Schedule	Frequency	Done By	Findings
Routine observations	Regular basis	Principal (weekly) & Academic Supervisor	Teachers were seen completing planned syllabus during regular observations. Extracurricular activities were done
Specific Observations	Yearly basis	Principal (weekly) & Academic Supervisor	All Teachers were found to be subject proficient. However, some insights were given into methods of delivering class room lessons effectively.

2.6 TEACHER DEVELOPMENT PLAN

Teacher needs Assessment & Training

Teacher Training Schedule			
Teacher Training Topic/Activity	Proposed Date/ Week /Month	Target Group	Learning Outcome
TNA Activity	Method	Executed Date	Outcome
Action Research	JULY	All teachers	<ul style="list-style-type: none"> Teacher learns how to clearly identify and define specific issues within a particular context (such as education, healthcare, or business).
Stress And Conflict Management: The Way To Resilience And Satisfaction	FEBRUARY	All teachers	<ul style="list-style-type: none"> Learn about characteristic of stress, its causes and its effect Develop insight into pattern of stress response Practice and acquire stress management techniques Learn how to apply stress management tool in typical education setting(i.e. teacher- parent relationship, bullying) Learn simple visualization and relaxation techniques activities to ease student anxiety
Cyber security	APRIL	All teachers	<ul style="list-style-type: none"> Students will gain a solid foundation in the core concepts of cyber security, such as confidentiality, integrity, availability, and the basic principles of information security.
CDP-catch the rain- English Batch	APRIL	TGT'S	<ul style="list-style-type: none"> .the practice of collecting rainwater for reuse. People install systems like barrels or tanks to capture rainwater from roofs to water gardens, flush toilets, or even for drinking after proper filtration.
<ul style="list-style-type: none"> Cyber Hygiene Practices 	MAY	TGT'S / PGT'S	Learners will be able to articulate the importance of cyber security hygiene and explain how it contributes to overall digital security.

Environmental hazards of electronic waste	DECEMBER	senior school teachers	<ul style="list-style-type: none"> ▪ Learners will understand what constitutes electronic waste and the components found in common electronic devices, such as computers, phones, and televisions.
Observational Assessment Model	AUGUST	senior school teachers	<ul style="list-style-type: none"> ▪ Direct Practice of an Action ▪ Immediate Results ▪ Ideal for marking project work where team activities are undertaken
Role of Theatre and Drama in Class	SEPTEMBER	All Teachers	<ul style="list-style-type: none"> ▪ Teachers will learn to become a conceptual artist who moulds knowledge, feelings, thoughts, sensations and experience into an active and activating educational process. ▪ Teachers will be able to infuse the use of drama in their lessons. ▪ With the use of drama and theatre in class, the teachers will be able to engage better with students.
Effective Lesson Planning	OCTOBER	All teachers	<ul style="list-style-type: none"> ▪ Teachers will be able to determine three essential ▪ components of an effective lesson plan- the objective, the body, and a reflection ▪ Teachers will be able to determine the purpose of the lesson. ▪ Teachers will be able to create space for student thinking and class discussion
Professional Development Programs	NOVEMBER	All teachers	<ul style="list-style-type: none"> ▪ Teachers will be able to gain confidence, generate skills and resources related to their subjects. ▪ Teachers will be able to develop knowledge and skills they need to address students' learning challenges

2.7 WELLNESS ACTIVITIES

Name of the activities planned for the well-being of the pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
7 April 2024	World Health Day “Stay Fit & Healthy”	To understand healthy mind Resides in a healthy body.	Students-P.S. to XII, Staff, Parents
29 April 2024	Webinar By HRIDAY	Empowering Youth to Lead a healthy life style	Class IX – XII Staff
05 May 2024	World Asthma Day	Spread awareness for Asthma Release of Asthmamanual on School website	Students-P.S. to XII, Staff, Parents
31 May 2024	World No Tobacco Day	To enhance positivebehavior towards self and environment	Students-P.S. toXII, Staff, Parents
05 June 2024	World Environment Day	To raise awareness and encourage action for the protection of our environment	Class IX – XII Staff
14 June 2024	World Blood Donation Day	To Encourage this Nobel and biggest donation to save life	Students- V to XII, Staff, Parents
21 June 2024	International Day of Yoga	To maintain fitness, strengthen cardiovascular system and manage stress.	Students-P.S. to XII, Staff, Parents
13 July 2024	First Aid Training	To ensure all staff members follow first Aid protocol	Staff Members
28 July 2024	Survey : Healthy Lifestyle	To promote right eatinghabits	Students Class VI & Staff
21 August 2024	BEST Club : Culmination Ceremony	To create awareness for Clean air and HealthyLungs	Students-P.S. to XII, Staff
02 September 2024	Webinar : Hosted By Principal (The birth anniversary of DR. Vikram Sarabhai)	To bridge history, science and future aspirations, making learning meaning full and inspiring	Students-P.S. toXII, Staff, Parents
16 October 2024	World Food Day	To focus on right nutrition intake to generate positive energy	Students-P.S. toXII, Staff, Parents

02 November 2024	Swachhta Pakhwada	To ensure all follow Personal hygiene and cleaner environment	Students-P.S. to XII, Staff, Parents
01 December 2024	World AIDS Day	To Create awareness about prevention of HIV virus	Students-P.S. to XII, Staff, Parents
04 February 2024	World Cancer Day	To Spread the message of hope and being positive	Students-P.S. to XII, Staff, Parents
22 March 2024	World Water Day	To understand the Importance of staying hydrated.	Students-P.S. to XII, Staff, Parents

2.8 COMMUNITY OUTREACH

Name of the community activities planned

Month/ Week/ Date	Activity/Project	Objective	No. of students	Class
APRIL	EARTH DAY AWARENESS	To educate students about environmental conservation and sustainability and to encourage them to take small yet impactful actions to protect nature	20 – 25	IX – XI
	LENDING A HELPING HAND TO THE NEEDY	Our keen Integrators reached out and extend services to the society in hour of need by providing food packets and basic ration to the needy people near them.	30 – 40	VI – IX
	‘WASTE NO FOOD, REACH TO THE NEEDY’	Strengthening the humanitarian qualities in children. This awareness campaign is all about not wasting unwanted food by throwing in dustbins but trying to reach to stray animals in surroundings. Feeding them is again a social act which can save food being wasted.	30	VII- VIII

MAY	I CARE FIRST AID KITS	The Integrators prepared 'I Care' – basic first aid kits and donated them to Guards / Sanitization workers in their respective housing societies.	20 – 25	IX – XI
	TAKING CARE OF STRAY ANIMALS	Due to the lockdown and stringent rules, many stray animals found themselves with no one who takes care of them. Interact Club members are not only taking care of their pets but also stray animals in the vicinity.	12 – 15	IX – XI
	He who feeds the hungry animal, feeds his own soul. BIRD HOUSE	Bird houses are being made and installed to bring sparrows back home.	10 -12	IX – XI
JULY	EXPRESS IT	EXPRESS IT - a webinar series conducted by the senior students for the younger peers to help them express their feelings openly without being shy and tried to find solutions for their problems.	100	IX – XI
	PLANTING TREES	The good samaritans of the Interact Club planted saplings and are taking care of their plants diligently.	20 – 30	VI – X
AUGUST	RAKHI MAKING	Rakhis were prepared and collected and were given to soldiers in Siachen and Jodhpur.	40 – 50	IV – XI
	ECO FRIENDLY GANESHA	Eco-friendly Ganesha idols were made by the interactors of biodegradable materials.	20 - 25	VIII - X
SEPTEMBER	FEEDING OF HUNGRY STRAY ANIMALS	Interact club members are feeding stray dogs in their localities on a regular basis.	12 – 15	IX – XI
	CREATING BRICKS FROM PLASTIC WASTE	Interact club members learnt creative ways to convert plastic bottles to bricks and use them aesthetically.	20 - 25	VIII - XII

OCTOBER	EACH ONE TEACH ONE	Interactors spread the message of “importance of the education”. The students took the initiative in a positive way and enthusiastically took part in increasing the literacy rate.	30 – 40	IX – XI
	MAKING GRANDPARENTS TECH SAVVY	The lockdown is particularly harsh for the elderly. Interactors tried continuously to help their grandparents and the elderly people living in the locality by running some errands for them, teaching them how to use their smart phones etc.	20 - 25	VI - X
NOVEMBER	FOOTWEAR DONATION DRIVE Repurpose your shoes	Footwear collection drive to instill the feeling of sharing and caring	100 – 120	Mont 1 – XI
	RANDOM ACTS OF KINDNESS Small actions – big change	To inculcate the habit of doing small acts of kindness in the children.	50 – 60	VI – XI
	ANTI-CRACKER CAMPAIGN For pollution free Diwali	To bring awareness ‘HARIT EVAM SWATCHH DIWALI’	150	I to XII
DECEMBER	BE THE SECRET SANTA	To share the joy of sharing with the underprivileged children	200	VI – XI
	CONSERVATION OF WATER	To find out innovative methods of conservation of water.	200	I - XII
JANUARY	WOOLLEN COLLECTION DRIVE	To make students aware of the fact that they are privileged and it is always nice to share the blessings with underprivileged Kids.	150	I – XII
	COMMUNITY ‘WASTE DISPOSAL CONSCIOUSNESS’	To bring awareness for collection of waste in proper bags kept at proper places for the efficient waste disposal Including the face masks, gloves.	40	VI to VIII

2.9 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	School website , Emails, School Calendar, Broadcast groups, Phone calls personal letters and Parent- Teacher's Meeting	Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day and Parent teacher meetings. A parentteacher Association has been formed and two of itsrepresentatives are required to be present during the Managing Committee meetings.	<ul style="list-style-type: none"> • Parent teacherMeeting • Managing CommitteeMeeting • Meeting of Parent Teacher association • Excursion trip for student wherein minimum two parents are requiredto accompany for transparency the safety and security of the students.
Teaching Staff	General Body Meeting with Principal/Departmenta l meetingswith HOD, Whatsapp groups and effective communication with Reporting officers.	Teachers are involved in all functions and events by contributing their innovating ideas and creativity and to feel a part of the school.	<ul style="list-style-type: none"> • A yearly planner is drawn out at the beginning of the year defining the areas of responsibility for all the teachers. • Teachers Day lunch –to encourage informal communication. • Staff Picnic
Other Staff	SRGS with the Head of the institution, Emails and Whatsapp groups.	Other Staff members are involved in all the School functions by rendering full support and cooperation.	Workshops areorganized for creating awareness on various social andhealth issues as wellas English language speaking
School Managing Committee	MCM is organized every three months.	All reports are forwarded tothe SMC for perusal.	
Board	CBSE website, email, telephonic conversations, letters.	School is the Examination Centre for class X and XII board Exams. School also serves as the Nodal Centrefor various subjects of class X and XII.	All Activities whichare required to be organized as per CBSE are incorporated in the School activity Calendar
Media	Two teachers are entrusted withthe duty of writing the report of the events held in school and ensure coverage of the same in the Newspaper.	A brief report of all school events is sent to one leading English and Hindi newspaper. The same is published within a span of one week	

2.10 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Major Concern 1 : Develop students into active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Nurture students' effective learning skills to enhance motivation	<ul style="list-style-type: none"> Enhance students' understanding of their learning styles and equip students with learning skills Workshops (S.1-3) Ethics lessons 	<ul style="list-style-type: none"> Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the learning processes Students' reflection on their learning skills 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Academic Enhancement Team Moral & Civic Education Team
	<ul style="list-style-type: none"> Incorporate learning skills into individual subjects 	<ul style="list-style-type: none"> Teachers develop students' learning skills Students are able to apply different skills in their learning Students show improvement in learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning, tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Class Reps and Subject teachers Subject coordinators
Strengthen teachers' professional development to engage students in	<ul style="list-style-type: none"> Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum External sharing 	<ul style="list-style-type: none"> At least one intra-class sharing is conducted per term 	<ul style="list-style-type: none"> Evaluation meetings Records of Staff Professional Development Team 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Staff Professional Development Team Class Reps and Subject teachers Subject coordinators
	<ul style="list-style-type: none"> Incorporate student-centered learning and teaching strategies at subject 	<ul style="list-style-type: none"> Student-centered Teaching strategies are applied at subject level Students show 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Class Reps and Subject teachers Subject coordinators IT in Education Team

<p>active learning</p>	<p>level Adopting diversified</p> <ul style="list-style-type: none"> ▪ teaching strategies o Making use of e-learning to ▪ engage students in learning ▪ - Organizing learning experiences outside the school 	<p>improvement in</p> <ul style="list-style-type: none"> ▪ learning ▪ At least one learning activity outside school is organized by individual subject teachers/Subject coordinator in a year 			
<p>Motivate students of diverse abilities</p>	<ul style="list-style-type: none"> ▪ Review and refine the curricula, quantity and quality of assignments and assessment ▪ - Fine-tune subject contents, teaching materials, homework and assessment (e.g. Class Assignment) ▪ Provide academic enhancement programs to strengthen students' academic abilities - S.1–2: Homework Guidance Class - S.1 – 3: Afterschool Remedial Class for core subjects - S.4–6: Subject-based academic support 	<ul style="list-style-type: none"> ▪ Subject contents, teaching materials, homework policy and assessment policy are reviewed and refined ▪ 90% or above of students do not receive demerit for homework non-submission ▪ Students show improvement in learning ▪ Students show improvement in tests and examinations 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations ▪ Record of homework non-submission ▪ Student participation and achievement records ▪ Records of Gifted ▪ Education Team 	<p>Whole School Year</p>	<ul style="list-style-type: none"> ▪ Class Reps and Subject teachers ▪ Subject coordinators ▪ Academic Enhancement Team ▪ Academic Enhancement Team ▪ Class Reps and Subject teachers ▪ STEM Education Team ▪ Gifted Education Team

	<ul style="list-style-type: none"> - STEM courses ▪ - Enhancement programs for gifted students 				
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Major Concern 2: Enhance students learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Provide English language support for MOI adaptation	<ul style="list-style-type: none"> ▪ Refine LAC programs for junior forms 	<ul style="list-style-type: none"> ▪ Measures are implemented as scheduled ▪ Students show improvement in learning in those subjects Feedback from the related subject panels is positive ▪ Feedback from students is positive 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Whole School Year	<ul style="list-style-type: none"> ▪ English Language Department ▪ Science Department
	<ul style="list-style-type: none"> ▪ Implement support measures for ▪ fine-tuned students switching to regular classes for subjects 	<ul style="list-style-type: none"> ▪ The academic performance of the students is satisfactory 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Whole School Year	<ul style="list-style-type: none"> ▪ Subject teachers
	<ul style="list-style-type: none"> ▪ Organize bridging programs for MOI adaptation ▪ Pre-S.1 Bridging Course ▪ Mathematics ▪ Technology & Living 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students is positive Students show improvement in learning 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Aug & Sep	<ul style="list-style-type: none"> ▪ English Language Department & EM content subject Department ▪ Mathematics Department ▪ Technology & Living Department
	<ul style="list-style-type: none"> ▪ Encourage teachers to participate ▪ in Language-related sharing activities 	<ul style="list-style-type: none"> ▪ At least one internal/external sharing activity is conducted per term ▪ Feedback from teachers is positive 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Feedback of teachers on the activities 	Whole School Year	<ul style="list-style-type: none"> ▪ Subject teachers

Targets	Strategies	Success Criteria	Methods of evaluation	Time Scale	People-in-charge
Enhance students' English proficiency	<ul style="list-style-type: none"> Strengthen the reading and writing skills of junior forms 	<ul style="list-style-type: none"> Feedback from English Language Panel is positive Students show improvement in their reading and writing skills 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in coursework and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department
	<ul style="list-style-type: none"> Implement cross-curricular reading activities to widen students' exposure to English 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students' performance in the reading programs and activities is satisfactory 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in reading programs and activities 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department EMI content subject panels School Library
	<ul style="list-style-type: none"> Create an English text-rich environment 	<ul style="list-style-type: none"> An English Corner is set up in all classrooms and the covered playground for displaying learning materials and students work in English Regular displays of subject-related English materials are organized Majority of the ECA boards and display boards around the campus are in English All signs and notices posted on school premises are in English 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department EMI content subject Department Extra-curricular Activities and Services Groups Coordinating Team School Library
	<ul style="list-style-type: none"> Use English as the main language for school events 	<ul style="list-style-type: none"> School events are conducted in English 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Related functional units English Language Department
	<ul style="list-style-type: none"> Encourage students to participate In English activities and competitions 	<ul style="list-style-type: none"> 90% of students are awarded points for the English Award Scheme for joining English activities and competitions 	<ul style="list-style-type: none"> Evaluation meetings Records of students' participation in English activities and competitions 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Cultivate positive learning attitudes through character building (self-confidence and	<ul style="list-style-type: none"> ▪ Further enhance the self- ▪ confidence and sense of responsibility among students - Organizing experiential activities and workshops during Ethics lessons and activity days - Providing opportunities for students to organize and participate in activities or competitions - Organizing class-based programs 	<ul style="list-style-type: none"> ▪ Activities are held as scheduled ▪ Students demonstrate their self-confidence and sense of responsibility in activities or competitions ▪ Class-based programs are organized ▪ Feedback from teachers and students is positive 	<ul style="list-style-type: none"> ▪ Students' performance in the activities ▪ Class teacher report ▪ Teachers' and students' feedback ▪ Evaluation meetings 	Whole School 1 Year	<ul style="list-style-type: none"> ▪ Moral and Civic Education Team ▪ Extra-curricular Activities and Services Groups Coordinating Team ▪ Counseling Team ▪ Discipline Team ▪ Class Teachers Coordination Team ▪ Academic Enhancement Team
sense of responsibility)	<ul style="list-style-type: none"> ▪ Provide parent education programs to support student development 	<ul style="list-style-type: none"> ▪ Programs are held as scheduled ▪ 80% of parents are satisfied with the programs ▪ Information is delivered in a timely way 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Evaluation meetings 	Whole School 1 Year	<ul style="list-style-type: none"> ▪ Counseling Team ▪ PTA

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Foster students' respect for life through self improvement and care for others and the community	<ul style="list-style-type: none"> ▪ Enrich the life education elements ▪ In learning activities and the curricula of RS and Ethics lessons ▪ to guide students to think about the meaning of life and construct a positive attitude towards life 	<ul style="list-style-type: none"> ▪ Activities are held as scheduled ▪ Feedback from teachers and students is positive 	<ul style="list-style-type: none"> ▪ Students' performance in the learning activities and during the lessons ▪ Teachers' and students' feedback ▪ Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> ▪ Counseling Team ▪ Religious Studies ▪ Panel ▪ Moral and Civic Education Team
	<ul style="list-style-type: none"> ▪ Invite guests/ teachers to share life stories with students 	<ul style="list-style-type: none"> ▪ At least one guest / teacher is invited per term ▪ Feedback from teachers and students is positive 	<ul style="list-style-type: none"> ▪ Teachers' and students' feedback ▪ Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> ▪ Moral and Civic Education Team
	<ul style="list-style-type: none"> - Strengthen the role of student leaders and enhance their leadership skills - Organizing a leadership training day camp for students - Organizing leadership training programs for the chair persons of some serviceteams - Providing opportunities for class committee to organize class activities - Providing more posts for junior form students to take up in ECA 	<ul style="list-style-type: none"> ▪ 80% of students are satisfied with the leadership training day camp ▪ 80% of chairpersons are satisfied with the leadership training programs ▪ Students' leadership skills are enhanced ▪ At least 15% of committee members come from junior form ▪ Feedback from teachers and students is positive ▪ Programs are held as scheduled ▪ Feedback from students and teachers is positive ▪ The information on the webpage and Facebook of Career 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Class teacher report ▪ Teachers' and students' feedback ▪ Evaluation meetings ▪ Records of Extra-curricular Activities and Services Groups Coordinating Team ▪ Teachers' and students' Feedback ▪ Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> ▪ Extra-curricular Activities and Services Groups Coordinating Team ▪ Class teachers Career and Life Planning Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Big Sister Team

<p>clubs and service teams</p> <ul style="list-style-type: none"> - Enhancing the effective running of ECA club and service teams by providing detailed guidelines for committee members <p>Provide systematic career and life planning programs across all levels to help students explore and discover their purpose in life</p> <ul style="list-style-type: none"> - Enhancing students' self-understanding and raising students' awareness of career and life planning (S.1 – 3) - Equipping students with career and life planning skills and career-related experiences for enhancing students' career decision-making (S.4 – 6) - Enriching students' knowledge of multiple pathways 	<p>and Life Planning Team is updated timely</p> <ul style="list-style-type: none"> ▪ The Careers Room is open more frequently 			
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	Enhance students' caring spirit towards others and the community	Caring spirit is incorporated into subject curricula Activities are held as scheduled Feedback from teachers and students is positive	<ul style="list-style-type: none"> • Evaluation meetings • Teachers' and students' feedback 	Whole School Year	Class Reps and subject teachers Functional units Social Service Team
	<ul style="list-style-type: none"> - Organizing and coordinating Activities that promote the caring spirit - Providing service learning <p>Opportunities to help students develop a heart to serve others</p>				
	Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions	Debriefing sessions are held Feedback from teachers and students is positive	<ul style="list-style-type: none"> • Evaluation meetings • Teachers' and students' feedback 	Whole School Year	Functional units Social Service Team Subject panels

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrollment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial partnerships

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Classes → Date/Month ↓	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
VI (July to September)	VI	<ul style="list-style-type: none"> • Better conceptual understanding through Tab Lab, ATL 3D Lab Activities. • Enhanced student participation and interest in all science activities • Appreciable interest and learning displayed during Tell a Tale activity • Innovative use of art to enhance creative sensibilities in other subjects • AI related activities. 	<ul style="list-style-type: none"> • Incorporation of listening and speaking activities to enhance language skills • Conducting follow-up sessions after Heritage Walks and Educational visits to monuments • Incorporating modes of e-learning to engage students in the field of technology 	<ul style="list-style-type: none"> • Conducting one-to-one sessions with the teachers to discuss the areas of improvements and strategize new methodologies to enhance teaching learning process • Organizing workshops for teachers as well as students to prepare them for upcoming changes and challenges
VII (July to September)	VII	<ul style="list-style-type: none"> • Excellent use of PPTs as a teaching aid • Enhanced understanding of scientific ideas through club-based activities • Apt visual stimulus provided through the use of flow chart and maps • Enriching learning experiences through Khan Academy, ATL and 3D Lab sessions. 	<ul style="list-style-type: none"> • Need for improved vocabulary in Story Building and Story Telling sessions • Better class management and the need to put up probing question during book discussion activity 	<ul style="list-style-type: none"> • Optimizing teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum • Review and refine the curricula, quantity and quality of assignment and assessment

VIII (July to September)	VIII	<ul style="list-style-type: none"> • Use of art to develop and enhance other subject skills • Enhanced understanding of complex concepts through Khan Academy, ATL and 3D Lab session. • Intensified student participation and conceptual understanding through flipped classroom technique 	<ul style="list-style-type: none"> • Need to organize group discussion as a follow-up activity after questionnaire filling • Organizing in-depth discussions after model making and presentation session • Need to develop vocabulary and understanding of paragraph structure 	<ul style="list-style-type: none"> • Hold evaluation meeting.
IX (July to September)	IX	<ul style="list-style-type: none"> • Appreciable assessment tools used to bring out language efficiency among students • Enhanced students' involvement in celebration of important days and organization of MUNs. • Scientific enrichment through 3D Labs/ATL labs. 	<ul style="list-style-type: none"> • Incorporate more student centric learning and teaching strategies by adopting diversified teaching skills • Organizing learning experiences outside the classroom for more and more subjects 	
X (July to September)	X	<ul style="list-style-type: none"> • Enriching summer break projects to enhance student understanding of the subject • Creative use of mathematical crossword, abacus, Vedic maths and other activities. 	<ul style="list-style-type: none"> • Incorporating value-based learning in all the subjects • Enhancing learning skills to meet the need of diverse subjects and different minded Students • Making e-learning significant in engaging Students. 	
XI (July to September)	XI	<ul style="list-style-type: none"> • Enriching Role Play and Dramatization activities to meaningfully engage the learners 	<ul style="list-style-type: none"> • Need to provide subject based academic support • Organizing group discussions 	

		<ul style="list-style-type: none"> • In-depth research activities to develop curiosity and deeper understanding • Appreciable use of applicative learning 	and follow-up activities after field projects
XII (July to September)	XII	<ul style="list-style-type: none"> • Enriching ASL and DEAR activities to keep the learners in constant touch with language skills • Creative use of multiple assessment techniques to draw out the best in each learner • Innovative use of investigative projects and applicative learning 	<ul style="list-style-type: none"> • Incorporating specific learning skills for each subject to meet individual needs. • Strengthening the role of student leaders and enhancing their leadership skills • Organizing experiential classroom activities to fine tune student understanding

Guidelines for Implementation of the Plan

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