



THE BIPF SCHOOL

Affiliated to CBSE New Delhi

Affiliation No-1530394, School No-16175

Annual Pedagogical Plan

Session 2025-26

1. SCHOOL INFORMATION**1.1** School Name and Complete Address with Phone number(s), Email ID, Website etc.

NAME OF THE SCHOOL : THE BIPF SCHOOL
COMPLETE ADDRESS : BANIPADA, CHOUDWAR, PIN-754027
PHONE NO : 7077722228
EMAIL ID : info@thebipfschool.in
WEBSITE : https://thebipfschool.in/

1.2 Name of the Principal : **Mrs. Namashree Pati****1.3** Contact No.: 8093037426 Email ID: principal@thebipfschool.in**1.4** Name of the Headmistress : **Mrs. Puspita Mohanta****1.5** Contact No.: 8018550716 Email ID: headmistress@thebipfschool.in**1.6** School Details:**U-DISE CODE:** : 21121306081**AFFILIATION NO.** : 1530394**SCHOOL CODE** : 16175**Type of School (Please tick the correct option):**

- Middle/Secondary/Senior Secondary – **Secondary(Received Affiliation for Upgradation to Senior Secondary Level from 1st April 2025)**
- Boys/Girls/Co-Education – **Co-Education**
- Day School/Day Boarding/ Residential – **Day School**
- No. of Students: 328 (Total) 178 (Boys), 150 (Girls)
- No. of Divyang (with Special Needs) Students: NIL Facilities Available: As per CBSE Guidelines
- Location Type: Urban/ Rural/ Hilly Area: URBAN
- Is the School a Minority School? NO
- School Quality Accreditation Details (if any): Overall Maturity Level : Level II – Transient

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

| Class | Pre-School I | Pre-School II | Pre-School III | I | II | III | IV | V | VI | VII | VIII | IX | X | XI |
|------------------|--------------|---------------|----------------|----|----|-----|----|----|----|-----|------|----|----|----|
| No. of Section | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Students on Roll | 8 | 4 | 19 | 29 | 30 | 24 | 20 | 34 | 35 | 33 | 30 | 27 | 22 | 13 |

1.8 Staff Details:

The number of teachers including Principal, Headmistress, Librarian and PET in position.

| Group | Regular |
|-----------------------------|----------------|
| Principal | 01 |
| Headmistress | 01 |
| Administrator Officer | 01 |
| Front office cum Counsellor | 01 |
| Pre-Primary | 03 |
| PRT | 07 |
| TGT | 06 |
| PGT | 09 |
| Special Educator | 01 |
| Librarian | 01 |
| Music Teacher | 01 |
| Art & Craft Teacher | 01 |

1.9 Key Strengths of the School

- 1 Child -Centered Education – A Conducive Learning Environment.
- 2 Academic Excellence.
- 3 Inclusive Education.
- 4 Environment & Health consciousness.
- 5 Positive approach towards Digital Information and Technology
- 6 Skilled, Empowered and supportive faculty.
- 7 Collaboration and Team work
- 8 Strong and collaborative leadership.
- 9 Safe Learning Environment.
- 10 Reliable Support Staff.
- 11 State of the Art Equipment and Facilities.
- 12 Progressive approach towards Innovation.
- 13 Integrated Learning.
- 14 Digital Literacy.
- 15 Conceptual – based Learning.
- 16 Enquiry- based learning.
- 17 Project – based learning.
- 18 Home Schooling.
- 19 Active learning- Learning by doing.
- 20 Blended learning.
- 21 Remedial Teaching.
- 22 Family engagement in learning.
- 23 Social and Emotional learning.
- 24 Adaptive learning.
- 25 Value based & Empathy.
- 26 Skill based learning.

2. ANNUAL PEDAGOGICAL PLAN 2024-2025

2.1 PEDAGOGICAL PLAN COMMITTEE

| NAME | DESIGNATION | ROLE IN PPC |
|--------------------|------------------------------|--|
| Ms Namashree Pati | Principal | Initiating, Planning, Guiding and Monitoring |
| Ms Puspita Mohanta | Headmistress | Initiating, Planning, Guiding and Monitoring |
| Mr.Suman Bhunia | Academic Co-Ordinator | Planning, Guiding and Execution |
| Ms Sarmistha Panda | PGT | Planning, Guiding and Execution |
| Ms. Nupur Behera | TGT | Planning, Guiding and Execution |
| Ms. Anita Sahani | PRT | Planning, Guiding and Execution |
| Ms Gayatri Pal | PPT | Planning, Guiding and Execution |

| Pedagogical Plan Committee Meetings to Develop Annual Pedagogical Plan | | |
|--|---|--|
| Date & Month | Stakeholders Consulted | Discussions Held |
| 16 th January 2025 | <ul style="list-style-type: none"> Principal Headmistress Academic Co-Ordinator Sports In-charge Admin Staff All Teachers | <ul style="list-style-type: none"> Planning of the yearlong activities coordinating with Academic Advisor and Headmistress. Framing the whole year examination schedule. Developing Annual Pedagogical Plan. Planning the constitution of different Committees. Redesigning the Assessment pattern. Planning School functions, Sports activities. Preparation of BOOK-LIST. Functioning of the Science Lab & Math Lab. |
| 19 th February 2025 | <ul style="list-style-type: none"> Principal Headmistress Academic Co-Ordinator Admin Staff All Teachers | <ul style="list-style-type: none"> Framing the annual staff duty list. Assemblies, PTM's, and Co-Curricular activities. Quarterly Lesson plan & Yearly Syllabus for the upcoming session. Participation of students in National level Test. |
| 30 th March 2025 | <ul style="list-style-type: none"> Principal Headmistress Academic Co-Ordinator Admin Staff All Teachers | <ul style="list-style-type: none"> Discussion of the class-wise annual result. Distribution of subjects, Assignment of Class Teachers, Preparation of Time- table (Online & Offline). Teaching-Learning-Assessment based on NCF-FS & NCF on School Education |

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH**Name of the Academic Resources Segment –wise**

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| Vision Statement |
| To ignite deep awareness in every child to embrace their strengths and work to their potential. |
| Mission Statement |
| To provide quality education in a caring environment with strong values, thus empowering our students with a firm foundation to lead in their chosen field. |
| Our Core Values |
| <ul style="list-style-type: none"> • Compassion Respectful, kind, and committed to working with peers and serving society. • Hard work Putting in their best effort towards goals and persevering through obstacles. • Adaptability Ability to evolve and invest in personal growth in order to succeed in an ever-changing global environment. • Self-Reliance Take responsibility and ownership of their own future. • Self-Belief Believing in yourself |
| Our Focus |
| <p>Our approach to education is built on the philosophy that each individual has the capacity to achieve their highest potential through learning, hard-work and pursuit of meaningful goals as well as taking responsibility towards their own future. Our curriculum is structured to drive values and behaviours that include: continuous learning, grit, result-orientated and future readiness. We are committed to communicating and collaborating with parents to ensure each student's success.</p> <p>We have acquired the right teaching talent; put in place proper administrative processes; nurtured student leadership; developed a transparent, inclusive and professional educational environment where all stakeholders' views are valued to maximise potential.</p> |

OUR PEDAGOGICAL VISION

At TBS, we focus on “Learning for Leadership”. Wide range of learning experiences are offered in an excellent infrastructural setup complemented with digital efficiency through ERP, e- learning and other appropriate resources. Mentoring mindset of teachers and one to one mentoring has become a part of the teaching learning processes. Parent - Teacher meetings are conducted to share insights and information for the overall development of the child, there by strengthens the bond. It is necessary for children to learn but more importantly the children should learn how to learn. In the pursuit of knowledge our approach is to make education holistic, experiential, inquiry- based, discover- oriented, value- based, flexible, enjoyable and above all learner-centered. We are following the latest, updated best practices keeping in mind future needs of our students.

We at THE BIPF SCHOOL, not only preparing our student for academic but also preparing them for life developing competency skill so that they will be able to resolve problems, work collaboratively, embrace diversity, think critically, make decisions of a leadership, take responsibility of life, respect culture, care for the environment, develop patriotic feelings and understand the moral values of life. We have demonstrated a long-term commitment to improve and focus on what is the best for our students.

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

Personalised learning at TBS Choudwar is:

- 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 help 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.
- Students are encouraged to participate in the teaching-learning interaction.
- Scope and sequence need to be flexible.
- Parents can track the progress of their wards via the ERP Module.
- Students 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 choices in terms of regulating behavior, what/how to learn and how to present their learning.
- How does inquiry learning relate to personalized learning goals?
- ICT is used as a tool to personalize learning.

2.3 ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

| Name of Resource(s) | Segment | Usefulness |
|--|---|--|
| OUTDOOR PLAY AREA | Pre-Primary, Primary, Middle, Secondary | 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. |
| PRE-PRIMARY APPARATUS | Pre-Primary | Students develop their confidence, independence and competence, as they learn by doing. The scientifically designed apparatus aids in learning the concepts using concrete aids. |
| ART AND CRAFT ROOM | Pre-Primary, Primary, Middle, Secondary | Students develop fine motor skills, creativity, imagination and expression and develop aesthetic sense through drawing & colouring and craft activities. |
| DISCOVERY ROOM | Pre-Primary, Primary | <i>Students learn</i> to self-regulate their emotions as well as express themselves in front of an audience, thereby instilling self-confidence. |
| MUSIC & DANCE ROOM/ DRAMATIC PLAY CENTRE | Primary, Middle, Secondary | 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-skills through related objects. It also instills social skills and respect for all helpers. |
| LIBRARY | Primary, Middle, Secondary | 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 | Primary, Middle, Secondary | Helps the students to build interest in the subject and greater scope for individual participation. |
| COMPUTER LAB | Primary, Middle, Secondary | Online assessment of the students is done. |
| PHYSICS LAB | Primary, Middle, Secondary | Makes learning immersive and exciting |
| BIOLOGY LAB | Primary, Middle, Secondary | Makes learning immersive and exciting |
| CHEMISTRY LAB | Primary, Middle, Secondary | Helps the students to build scientific aptitude and promotes learning by doing. |
| SMART CLASS | All Classes | 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. |

2.4 CURRICULUM

| CLASSES | SUBJECT OFFERED |
|------------------|--|
| PRE-PRIMARY | ENG, HINDI, MATHS, GENERAL AWARENESS(EVS), ART & CRAFT, DANCE&MUSIC, PHYSICAL EDUCATION |
| PRIMARY | ENG, HINDI, MATHS, EVS, ODIA, ART&CRAFT, DANCE & MUSIC, GK, COMPUTER SCIENCE, PHYSICAL EDUCATION |
| MIDDLE | ENG, HINDI, ODIA, MATHS, SCIENCE, SOCIAL SCIENCE, ART & CRAFT, DANCE&MUSIC, GK, COMPUTER SCIENCE, PHYSICAL EDUCATION |
| SECONDARY | ENG, HINDI/ODIA, MATHS, SCIENCE, SOCIAL SCIENCE, ART & CRAFT, DANCE&MUSIC, INFORMATION TECHNOLOGY, PHYSICAL EDUCATION |
| HIGHER SECONDARY | ENG, CHEMISTRY, PHYSICS, MATH, BIOLOGY, INFORMATION TECHNOLOGY, PHYSICAL EDUCATION, PSYCHOLOGY, GEOGRAPHY, BUSINESS STUDIES, ECONOMICS |

2.5 PEDAGOGICAL STRATEGIES

TBS Pedagogical Strategies

[Class I and II](#)

Pedagogy is the art and science of teaching. Different strategies are used in different combinations with different group of students to improve the learning outcomes. Pedagogical planning includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Effective pedagogical planning along with supporting activities can lead to academic achievement, and social and emotional development of a child. Keeping in consideration the importance of pedagogical planning, various teaching techniques are implemented for the holistic development of the child.

CLASS -1

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| LANGUAGE <u>HINDI & ODIA</u> | <ul style="list-style-type: none"> ● PEDAGOGICAL STRATEGIES ● Knowledge of all matras with the help of different concepts. (shabad jodo, matching, see the picture and write word etc) ● Poem Recitation ● Loud Reading Sessions ● Dictation ● Cross-questioning technique ● Exercise on grammar topics ● Story Telling ● Sequencing | <ul style="list-style-type: none"> ● LEARNING OUTCOMES ● Listening, speaking, reading & writing skills of the students will be enhanced. ● Recite poem with correct pronunciation. ● Read the chapter with correct pronunciation and punctuation. ● Spell and write the words using their phonetic knowledge. ● Increase their thinking skill. ● Apply the grammar concepts correctly to frame simple sentences and answers. ● Increase verbal proficiency, enhanced imagination, improved vocabulary and more refined communication skill. ● Organising ideas in a logical order. |
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| <u>ENGLISH</u> | <p>Constructive Approach, audio Lingual Technique, Subject Enrichment Activities, Individual Activities, Pair Activities & Small Group Activities</p> <ul style="list-style-type: none"> ● Story Telling Session in an innovative manner ● Poem Recitations ● Loud Reading Sessions ● Role Plays ● Dramatizations ● Show And Tell Sessions ● Me and my world ● Sight word reading ● Dictations of Words ● Spell Bee ● Comprehend Words & Their Meanings, Make sentences ● Cross-Questioning Technique ● Expression Sessions ● Exercises On the Correct Use of Parts of Speech (Nouns, Articles, Pronouns, Adjectives, Prepositions, Conjunctions) | <p>Through these pedagogical techniques, students will be able to</p> <ul style="list-style-type: none"> ● acquire the skills of listening, speaking, writing and thinking in an integrated manner. ● identify characters and sequence of a story and ask relatable questions. ● recite poems individually or in groups with correct pronunciation, actions and intonation. ● Read aloud with appropriate pronunciation and expression ● Role play and dramas provide situations where students can be comfortable to speak, respond, and initiate ideas. ● Comprehend the text read by stating the main idea, and details of incidents and draw ● Spell and write the words using their phonetic knowledge ● By learning word meanings students will enhance their vocabulary ● Apply the grammar concepts correctly to frame sentences ● associate words with pictures and name the objects seen in the pictures. |
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| <p><u>MATH</u></p> | <ul style="list-style-type: none"> • Hands on activities, • Usage of visuals and images, Story telling sessions to connect situations with the real world, Simple math games, and interactive activities. • Provide various techniques for one concept, drawing math problems. | <ul style="list-style-type: none"> • Recognize forward count and compare numbers till 100. Number names till 100. • Use place value in writing and comparing two digit numbers. • Apply single-digit vertical and horizontal addition and subtraction. • Name the various solid shapes (2D) and create patterns of shapes and numbers. • Identify the hands of the clock and will be able to tell the time (o'clock). • Concept of measurement (length, weight and capacity) • Observe, extend and create patterns of shapes and numbers. • Identify, name and write the Days of the week and Months of the year. • Concept of skip counting • Simple Fractions with the help of real objects. |
| <p><u>EVS</u></p> | <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> • Bindi pasting on different body parts. • Making of food chart. • Making of family tree • Learning of house address and contact numbers. • Draw and color traffic lights and zebra crossing. • Grouping of different animals. • Dress up as community helpers. | <p>Using these Pedagogical strategies</p> <ul style="list-style-type: none"> • Students will have fun and enhance knowledge of different body parts in play way method. • Students will come to know about unhealthy vs healthy food. • Students will come to know about the relation and importance of family members. • Students will learn their house address and contact number of their parents beneficial for them in emergency. • Students will enhance their knowledge about traffic rules. • Students will enhance the knowledge about domestic, pet and wild animals. <p>Students will have fun and enhance participation skills. And will come to know about works done by the community helpers.</p> |

Class- 2**HINDI & ODIA**

- Picture Composition
- Poem Recitation
- Loud Reading Sessions
- Reading Newspaper headlines
- Dictation
- Seen Passage
- Cross-questioning technique
- Exercise on grammar topics
- Story Telling
- Sequencing

- Make short sentences with correct words.
- Recite poems with correct pronunciation.
- Read the chapter with correct pronunciation and punctuation.
- Comprehend the text read by stating the main idea, and details of incidents and draw meaningful conclusions.
- Spell and write the words using their phonetic knowledge.
- Actively think about what is happening in a text while reading it, in order to generate questions.

- Increase their thinking skill.

- Apply the grammar concepts correctly to frame simple sentences and answers.
- Increase verbal proficiency, enhanced imagination, improved vocabulary and more refined communication skill.
- Organising ideas in a logical order.

MATH

- Hands-on activities
- Usage of visuals and images Storytelling sessions to connect situations with the real world.
- Simple math games and interactive activities.
- Provide techniques for one concept, drawing math problems.

- Names and compare numbers till 1000.
- Use place value in writing and comparing three digit numbers.
- Apply addition, subtraction, multiplication and division in daily life situations
- Describe the physical features of various solid shapes and identifies the types of shapes (2D or 3 D)
- Measurement of length , adding and subtracting of length, weight and capacity.
- 6. The hands of the clock and will be able to tell the time. Will be able to differentiate between the concept of A.M. and P.M
- Observe, extend and create patterns of shapes and number.
- Identify Days of the week and Months of the year.
- Draw inferences based on the data collected
- Identify the value and denominations of currency and perform addition and subtraction operations.
- Fractions with the help of real objects.

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| <u>ENGLISH</u> | <p>Constructive Approach, Audio Lingual Technique, Task Based Approach, Subject Enrichment Activities, Individual Activities, Pair Activities & Small Group Activities</p> <p>Individual Activities, Pair Activities & Small Group Activities</p> <ul style="list-style-type: none"> ● Story Telling Session in an innovative manner ● Poem Recitations ● Loud Reading Sessions ● Role Plays ● Dramatizations ● Reading Newspaper Headlines ● Show And Tell Sessions ● Meet my world ● Sight words reading ● Adjective Diary ● Dictations Of Words ● Spell Bee ● Writing Very Short Answers Based on Stories ● Comprehend Words & Their Meanings, Make Sentences ● Cross-Questioning Technique ● Expression Sessions <p>Exercises On the Correct Use of Parts of Speech (Nouns, Articles, Pronouns, Adjectives, Prepositions, Conjunctions)</p> | <p>Through these pedagogical techniques, by the end of the academic year 2022-23, the majority of students of class II will be able to:</p> <ul style="list-style-type: none"> ● Acquire the skills of listening, speaking, writing, and thinking in an integrated manner. ● Identify characters and sequence of a story and ask relatable questions. ● Recite poems individually or in groups with correct pronunciation, actions, and intonation. ● Read aloud with appropriate pronunciation and expression ● Role play and dramas provide situations where students can be comfortable to speak, respond, initiate ideas. ● Comprehend the text read by stating the main idea, and details of incidents and draw. ● spell and write the words using their phonetic knowledge ● By learning word meanings students will enhance their vocabulary ● Apply the grammar concepts correctly to frame sentences ● Associate words with pictures and name the objects seen in the pictures. ● Produce words with common blends like "fr,tr,bl,cl" etc and double letter words like "oa, oo, ie,ei" etc.. |
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| <u>EVS</u> | <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> ● Organs in my body. ● Food and health ● Clothes search ● Roleplay. ● Flashcards ● Class quiz. ● Labeling of different parts of plants. | <p>Using the Pedagogical solutions the students will be able to:</p> <ul style="list-style-type: none"> ● Identification of different body parts with their functions. ● Distinguish between healthy and junk food with different categories of food. ● Importance of different types of clothes according to weather. ● Understanding of different types of houses according to place. ● Getting the knowledge of different places in school and their importance. ● Importance of community helpers. ● Motor skill development. |
| <u>CLASS -3</u> | | |
| <u>HINDI & ODIA</u> | <ul style="list-style-type: none"> ● Group Discussion ● Picture composition 3.Poem Recitation 4.Loud Reading Sessions ● 5. Role Play ● ● 6.Reading Newspaper headlines ● ● 7. Show and Tell sessions ● ● 8.Story Telling ● 9.Dictation of words ● 10.Short Paragraphs | <ul style="list-style-type: none"> ● ● 1.Present their thought on general topics. 2.Make short sentences with correct words.3.Recite poem with correct pronunciation. ● Read the chapter with correct pronunciation and punctuation. ● Present stories in the form of skit by recognising the characters speaking their dialogues with expressions. ● Comprehend the text read by stating the main idea, and details of incidents and draw meaningful conclusions. ● Present their thought on general topics related to their immediate surroundings in show and tell sessions. ● Modify and explain a different climax of the stories read with guidance from the teacher. |

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| <u>ENGLISH</u> | <ul style="list-style-type: none"> • 11.Cross- questioning technique 12.Exercises on grammar topics <p>Constructive Approach, Audio Lingual Technique, Task Based Approach, Project-Based</p> | <ul style="list-style-type: none"> • Spell and write the words using their phonetic knowledge. • Framing the small sentences with the correct use of simple punctuation marks. • Increase their thinking skill. • Apply the grammar concepts correctly to frame simple sentences and answers. <ul style="list-style-type: none"> • Through these pedagogical techniques, by the end of the academic year 2021-22, the majority • of students of class III will be able to: |
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| | <p>Approach, Subject Enrichment Activities, Individual Activities, Pair Activities & Small Group Activities</p> <ul style="list-style-type: none"> ● Poem Recitations ● Loud Reading Sessions ● Role Plays ● Dramatizations ● Poster/ Pamphlets Reading ● Reading Newspaper Headlines ● Just A Minute Rounds ● Show And Tell Sessions ● Dictations Of Words and Short Paragraphs ● Spell Bee ● Writing Very Short Answers Based on Stories and Poems Read ● Comprehend Words & Their Meanings ● Cross-Questioning Technique ● Expression Sessions ● Password Technique ● Games/Smart Modules/ ● Exercises on the correct use of Parts of Speech (Nouns, Pronouns, Adjectives, Adverbs, Verbs, Prepositions, Conjunctions, Interjections), Articles, Tenses, Kinds of Sentences <p>Creative Writing: Picture Composition, Paragraph Writing, Notice Writing, Bio-Sketch, Formal & Informal Letter Writing.</p> | <ul style="list-style-type: none"> ● Read the prose and recite poetry with correct pronunciation, intonation, stress and pause as required. ● Execution of short stories & plays, in the form of skits or drama by comprehending the characters, and delivering their dialogues with correct pronunciation, intonation, stress and pause as required. ● Understand the prose by stating the central idea, details, and sequence of incidents, portraying the protagonist & another main character of the prose, drawing out conclusions or messages from the prose or poetry. ● Comprehend the message printed on posters or pamphlets, headlines printed in the newspaper, and subtitles on news channels to demonstrate their understanding in words. ● Spell and write trickier words, compose age appropriate sentences using adjectives to add details and answer the questions correctly following the rules of capitalization with the correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semicolons, and exclamations. ● Incorporate words like firstly, first of all, then, secondly, next, later to bring clarity in writing when sequencing is required in a piece of writing. ● Present their thoughts on general topics in the show-and-tell sessions. ● Share their experiences on general topics in a structured and sequential manner. ● Apply the newly learned vocabulary from lessons and the 'Password of the day' in conversation. ● Comprehend the meaning of new vocabulary when read in a sentence by understanding the context of the text. |
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| | | <ul style="list-style-type: none">● Apply the grammar concepts correctly to frame sentences and answers using the correct tenses. |
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| <p><u>MATHS</u></p> | <ul style="list-style-type: none"> • • Individual activities ,working ingroup of two or small groups • The place value path, Head down game. • Rounding memory game Toss a beach ball, • Spin & Subtract (Spinner 1 and Spinner 2 Wheel) Multiplication tree • Learn to play Damult Division Fraction Robot. • Paper folding, by painting half of the shape(e.g. butterfly and getting a full butterfly just by folding the sheet), • Learn to use a balance | <ul style="list-style-type: none"> • Comprehend and follow the simple but multiple instructions given. • Solve crosswords with minor help from the teacher. • Construct meaningful and situation-based questions that involve skills of application, analysis, and comparison for the peer group to answer. • Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story highlighting their major character traits. • Modify and explain a different climax of the stories read with little guidance from the teacher. • Write different age-appropriate compositions like Picture Composition, Paragraph Writing, Notice Writing, Bio-Sketch, Formal & Informal Letter Writing. <p>Through the help of these pedagogical activities ,students will be able to learn:</p> <ul style="list-style-type: none"> • The students will understand the relationship between the place or position. • Learn the concept of odd and even number. • Rounding results in an approximate value and make them understand round off whole numbers to the nearest tens. • To calculate two digits addition ,subtraction mentally. • Students will be able to represent multiplying one - digit number with place value equipment. It will help to investigate patterns when multiplying one digit numbers by multiples of 10, 100. |
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| | <p>scale, Compare and measure liquid volume, Snip lengths of scale, book, pencil etc</p> <ul style="list-style-type: none"> ● Reading clock, Calender by paper clock <p>Recording Data, Interpreting pictograph. Integrated project</p> | <ul style="list-style-type: none"> ● Students will be able to construct solutions to solve simple division equations and will be able to create their own word problems. ● Students will be able to the basics concept like half, one-third, one-fourth. ● Students will be able to describe units of measure, use measuring tools, & explain purpose of measuring. ● This paper clock helps students to read time on the clock using the correct vocabulary like quarter past, quarter to gather data, record it in tabular form and create tally chart. ● Students will learn how mathematics is related to other subjects etc. |
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| <u>EVS</u> | <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> ● Family Tree ● How much you know me? ● Trip to School ● Fun time ● Let's adopt a plant ● Feed me I am hungry ● Who am I?(Birds) ● Fireless cooking ● My Ideal Home ● Take me home ● Map of my home ● Magic of water ● Ticket to jollywood ● My own vehicles | <p>Using the Pedagogical solutions the students will be able to:</p> <ul style="list-style-type: none"> ● To complete a family tree all family members are needed same as all family members are equally important in real life too ● Nothing can stop you if you have the will ● Everyone's work is equally important ● Learn about different types of games ● Plants are useful in many ways ● Come to know about different parts of the leaves ● Will know about the interdependency of the animals ● Can distinguish between different features of the birds ● Team work and taste of different veggies and spices ● Learn to keep their home clean ● Learn about houses of animals ● Come to know about the different symbols and scales used to draw the map ● Learn different properties of water <p>Need of transport according to distance</p> |
| ○ CLASS -4 | | |
| <u>HINDI/ ODIA</u> | <ul style="list-style-type: none"> ● Role Play ● Cross- questioning techniques ● 2. Reading Newspaper headlines ● 3. Show and Tell sessions ● 4. Story Telling ● 5. Dictation of words ● 6. Short Paragraphs | <ul style="list-style-type: none"> ● Present stories in the form of skits by recognizing the characters speaking their dialogues with expressions. ● Comprehend the text read by stating the main idea, and details of incidents and draw meaningful conclusions. ● Present their thought on general topics related to their immediate surroundings in show-and-tell sessions. ● Modify and explain a different climax of the stories read with guidance from the teacher. ● Spell and write the words using their phonetic knowledge. ● Framing the small sentences with the correct use of simple punctuation marks. ● Increase their thinking skill. ● Development of Skill , Enhanced Vocabulary & Memorizing sight. |

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| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• Apply the grammar concepts correctly to frame simple sentences and answers.• it is good way to engage the participants in fruitful discussion• Demonstrate ability to critique own work and work of peers. Make short sentences with correct words.<ul style="list-style-type: none">• .Group Discussion• Picture Composition• Poem recitation• Words Making | |
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| <p><u>ENGLISH</u></p> | <p>. Words Making</p> <p>Constructive Approach, Audio Lingual Technique, Task Based Approach, Project-Based Approach, Subject Enrichment Activities, Individual Activities, Pair Activities & Small Group Activities</p> <ul style="list-style-type: none"> ● Poem Recitations ● Readathon: Loud Reading Sessions ● Role Plays ● Dramatizations ● Posters/ Pamphlets/ Newspaper Reading Sessions (DROP- Drop Everything And Read) ● Just a Minute Rounds ● Show & Tell Sessions ● Turn-a-Coat Session ● Changing the Climax of a Story Sessions ● Dictation of Words & Short Paragraphs ● Spell Bee ● Writing Short Answers based on Prose & Poetry ● Comprehend Unseen Passages & Poems ● Comprehend Words & their Meanings ● Cross- Questioning Technique ● Expression Sessions ● Games/ Smart Modules ● Exercises on the correct use of Parts of Speech (Nouns, Pronouns, Adjectives, Adverbs, Verbs, Prepositions, Conjunctions, Interjections), Articles, Tenses, Kinds of Sentences <p>Creative Writing: Picture</p> | <p>9. Development of Skill , Enhanced Vocabulary & Memorizing sight.</p> <p>Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class IV will be able to:</p> <ul style="list-style-type: none"> ● Read the prose and recite poetry with correct pronunciation, intonation, stress and pause as required. ● Execution of short stories & plays, in the form of skits or drama by comprehending the characters, and delivering their dialogues with correct pronunciation, intonation, stress and pause as required. ● Understand the prose by stating the central idea, details, sequence of incidents, portraying the protagonist & other main character of the prose, drawing out conclusions or messages from the prose or poetry. ● Comprehend the message printed on posters or pamphlets, headlines printed in the newspaper, subtitles on news channels demonstrate their understanding in words. ● Spell and write trickier words, compose age appropriate sentences using adjectives to add details and answer the questions correctly following the rules of capitalization with the correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semicolon, and exclamations. ● Incorporate words like firstly, first of all, then, secondly, next, later to bring clarity in writing when sequencing is required in a piece of writing. ● Present their thoughts on general topics in the show and tell sessions. ● Share their experiences on general topics in a structured and sequential manner. |
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Composition, Paragraph Writing,
Notice Writing, Bio-Sketch,
Formal & Informal Letter Writing

- Apply the newly learned vocabulary from lessons and the 'Password of the day' in conversation.
- Comprehend the meaning of new vocabulary when read in a sentence by

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| | | <p>understanding the context of the text.</p> <ul style="list-style-type: none">● Apply the grammar concepts correctly to frame sentences and answers using the correct tenses.● Comprehend and follow the simple but multiple instructions given.● Solve crosswords with minor help from the teacher.● Construct meaningful and situation-based questions that involve skills of application, analysis, and comparison for the peer group to answer.● Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story highlighting their major character traits.● Modify and explain a different climax of the stories read with little guidance from the teacher.● Write different age-appropriate compositions like Picture Composition, Paragraph Writing, Notice Writing, Bio-Sketch, Formal & Informal Letter Writing. |
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| <p><u>MATHS</u></p> | <ul style="list-style-type: none"> • Individual activities ,working ingroup of two or small groups • Learning place value through abacus • Formulation of multiplication facts through skip counting and extended tables, numbers in expanded form Mental Calculations Mental • Maths exercises. • Division through equal sharing Role play on number system Correlating fractions to real life. Developing multiples of a Number through its multiplication facts, Role play on • Skip counting on a number line and on number grid. • Interactive method, live examples from children, finding decimal number in Newspaper Activity, • Paper folding and cutting | <ul style="list-style-type: none"> • Develops coordination, improves fine motor skills, decision making ability, improves concentration ability, develops independence. • Through the help of these pedagogical activities, students will be able to learn: • Understanding about comparing numbers, place value • and face value • Able to write Roman numerals in daily life. Students able to do addition, Subtraction, Multiplication, Division application in daily life • Students able to understand about the use of multiplication and division to find factors Rules of divisibility of 2,3,5,9,10 • Learn to differentiate the types of fractions, comparison to use them in their real life situations. • Understand the concept of symmetry. • Identify the centre, radius and diameter of the circle. • Convert meters into centimeters and centimeters into meters. operations. Students can also convert gram to kilogram and litre to mililitre and vice versa. |
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| | <ul style="list-style-type: none">• Data handling• Reading clock, Calendar by paper• clock• Recording Data,• Interpreting pictograph.• Integrated project | <ul style="list-style-type: none">• Read time on clock in hour and minutes and seconds and write the time using the terms a.m. and p.m. and 24hour clock.• Identify the pattern in multiplication and• Division up to multiples of 9• Represent the collected information in the form of tables, bar graphs and draw inferences or conclusion from them.• Students will learn how mathematics is related to other subjects. |
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EVS

The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :

- Healthy mind, healthy soul (exercise ,yoga)
- Role play (parts of tooth and digestion)
- Labeling of diagram (tooth)
- Games we play
- Fabric album
- Food chain
- Flash cards (plants)
- Riddles (plants)
- Play with clay (circulatory system)
- Mobile hanger (excretory system)
- Me and my mother (lifecycle of butterfly)
- Guess and find about animals
- Little engineers
- Concept map (force and energy)
- Fun with filter paper
- Role play (solar system)
- Puzzle (solar system)
- Coin collection
- Poster making / slogan writing(stop plastic waste)

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- Using the Pedagogical solutions the students will be able to:
- Concept clarity and sharpen their memory
- Evaluate the importance of exercise and yoga in life
- Able to identify nature of fabric and properties
- Identify indoor outdoor games
- Students will have concept Clarity
- Remembering and analyzing: able to recall and solving ability
- Enhance their thinking ability
- Able to learn and memorize Important facts of plant survival
- Hand coordination and motor skill development
- Students will understand the life cycle of various animals through group study.
- Enhance thinking ability and motor skills
- Concept clarity and sharpen their memory
- Build up confidence
- Enhance speaking skills , socio-emotional and coordination and learning.
- Develops creativity , observational skills and cooperation among the students.
- Able to give contribution for keeping the earth clean and green.

CLASS -5**HINDI/ODIA**

- 1.Group Discussion
- 2.Picture composition
- 3.Poem Recitation
- 4.Loud Reading Sessions
- Role Play
- Reading Newspaper headlines
- Show and Tell sessions
- Story Telling
- Dictation of words
- 10.Short Paragraphs
- .Cross-questioning techniques
- Exercises on grammar topics

- 1.Present their thought on general topics. 2.Make short sentences with correct words.3.Recite poem with correct pronunciation.
- Read the chapter with correct pronunciation and punctuation.
- Present stories in the form of skit by recognising the characters speaking their dialogues with expressions.
- Comprehend the text read by stating the main idea, and details of incidents and draw meaningful conclusions.
- Present their thought on general topics related to their immediate surroundings in show and tell sessions.
- Modify and explain a different climax of the stories read with guidance from the teacher.
- Spell and write the words using their phonetic knowledge.
- Framing the small sentences with the correct use of simple punctuation marks.
- Increase their thinking skill.
- Apply the grammar concepts correctly to frame simple sentences and answers.

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| | <p>5.Exercises on grammar topics</p> <p>6. Pen and Paper tests & Worksheets</p> | <p>concepts correctly to frame simple sentences and answers.</p> <p>6. Knowledge of the concept</p> |
| | <p>4.Cross- questioning technique</p> <p>5. Pen and Paper tests & Worksheets</p> <p>6.Group Discussion</p> <p>7.Poem Recitation</p> | |
| | <p>8.Loud Reading Sessions</p> <p>9. words Train</p> | <p>8. Read the chapter with correct pronunciation and punctuation.</p> <p>9. Development of Skill.Enhanced vocabulary.Memorizing sight.Morphemic analysis.</p> |

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| <u>ENGLISH</u> | Constructive approach, Audio Lingual Technique, Task based Approach, Project-based Approach, Individual Activities, Working in groups of two or three, Small Group activities- Show & Tell Competitions, Just a Minute Rounds, Spell-Bee Competitions, Poem Recitation, Dramatization, Reading Newspapers, Unscramble the letters or words, Role Play in reading, Crossword puzzles, | Through these pedagogical techniques, by the end of the academic year 2022-23, the majority of students of Class V will be able to- 1. Answer in written or oral form to long questions based on day-to-day experiences, stories, poem heard or read. 2. Attempt to spell difficult words by understanding the structure of the word, compose age detailed sentences, using adjectives to add details and answer questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question marks, apostrophe, quotation marks etc. |
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Writing short answer based on prose and poems,
 Dictations of words and paragraphs,
 Reciprocal questioning,
 Games based on learning,
 Loud Reading sessions,
 Poster/Pamphlets reading, Turn-a-coat sessions, Changing the climax of story session,
 Comprehend words that apply to mathematical, S.Sci and Science concepts, Expression sessions, Password techniques.

Assignments on the correct use of Parts of Speech - Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions and Tenses.

Creative Writing: Notice Writing, Message Writing, Story Writing, Bio-Sketch, Formal & Informal Letter Writing.

3. Present their thoughts on age appropriate research based or facts based topics.
4. Read the text and recite poem with correct pronunciation, intonation and pause, expressions and actions/ gestures/ body language as required.
5. Present the stories read, in form of skit, dramas by taking up the different characters and speaking their dialogues with expressions, voice modulation using their body language.
6. Comprehend and follow the age appropriate multiple and complex instructions given.
7. Explain the central idea of a story or paragraph both verbally and in written form within the time limit or word limit using key words without compromising on the content.
8. Connect ideas gathered from reading, listening, viewing things that are interrelated.
9. Refer to a dictionary as and when needed.
10. Frame meaningful and explanatory questions to interview people.
11. Attempt to write short stories and poems.
12. Express their thoughts on different topics suggesting personal views in a polite manner.
13. Explore the internet to find new words, famous works of different writers, poets etc.
14. Apply the grammar concepts correctly to frame sentences and answers using correct sentences.
15. Solve crossword puzzles with minor help from the teacher.
16. Comprehend the text read by stating the main idea as well as the hidden idea, details, sequence of incidents, talk about all the characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves and do exercises like self-evaluation to bring about a positive change in their behaviour and attitude.
17. Read, comprehend and explain news and magazine articles in their own words in correct context.
18. Differentiate between homophones and select the correct word in writing.
19. Select appropriate synonyms and

antonyms in writing.

20. Share their experiences on day to day activities, general topics in a sequential manner.

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| <p><u>MATHS</u></p> | <p>Individual activities ,working in group of two or small groups</p> <p>Place value with abacus Fun with birth date, Round off puzzle Developing multiples of a Number through its multiplication facts, Role play on Skip counting on a number line and on number grid. Interactive method, live examples from children , finding decimal number in Newspaper Activity, paper folding and cutting Paper folding, by painting half of the shape (eg.a butterfly and getting a full butterfly just by folding the sheet),making of 3D shapes on Isometric paper Live examples of angles and lines from their surroundings Measuring of different things with the help of weighing balance, measuring cups and metric scale Time line activity, data collection Integrated project.</p> <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> ● Let's learn to make sprout | <p>Through the help of these pedagogical activities, students will be able to learn:</p> <ol style="list-style-type: none"> 1. Make large numbers (8-digit) and to place them in place value charts with the help of abacus. 2.Learn to read & write large numbers in Indian as well as I international system .3. Learn to do addition and subtraction of largenumbers and build of problem solving skill. 4. Learn to do multiply, equal distribution and building of problem-solving skills. 5. Learn to differentiate the types of fractions, comparison to use them in their real-life situations. 6. Understand the concept of symmetry, visualization of 3 D shapes on 2D net. Identify 2D shapes from the immediate environment that have rotation and reflection symmetry. 7. Learn to classify angles, perpendicular and parallel lines from surrounding, learn to use protractor to measure and draw angles. 8.understand the concept of mass, weight and volume, comparison , conversion of units. Usage in real-life situations, learn to findout perimeter , area and volume of different objects. 9.Learn to find the duration b/w two dates andconversion of units of time 10. Understand to make and read the different types of graphs, learn to collect the data from real life and its interpretation 11. students will learn how mathematics is related to other subjects. <p>Using the Pedagogical solutions, the studentswill be able to:</p> |
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| <u>EVS</u> | salad <ul style="list-style-type: none">● Food diary | <ul style="list-style-type: none">● Develop emerging autonomy and interdependence among animals, plants by planting and growing their own seed.● Evaluate the importance of food, |
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| | <ul style="list-style-type: none"> ● Safety cards (First-Aid) ● Rocks similes ● Let's solve the riddles (Quiz) / Poster making ● Virtual tour of our Historical monuments ● Role play ● Fun with shadow (shadow puppet) ● Group discussion ● Do something drastic to cut the plastic (Waste segregation) ● Quiz on different types of pollution. ● Water flow from lower level to higher level | <p>water, exercise, yoga in our daily life.</p> <ul style="list-style-type: none"> ● Assess situations and circumstances in order to provide first aid safely. And learn about traffic and safety rules to be followed. ● Explain the role, functions of different institutions in life like police station, hospital, railway station, fire station and their contact numbers. ● Able to Compare the different states of matter and their properties like floating, sinking, mixing, freezing, melting evaporation, volume, mass, density etc. ● Identify different historical monuments and describe various rocks used to build up these monuments. ● Evaluate animal habitats and their adaptation for survival. ● Identify the different joints by integrated art and science. ● Students will learn about various measuring instruments and enhance their thinking abilities and communication skills. ● Extend the ability to perform tasks using simple machines with reduced efforts and will enhance thinking ability. ● Concept clarity of filter paper and other methods of separation. ● Able to explain about planets in the solar system, phases of the moon, eclipses, satellites, causing day and night and seasons. ● Able to learn about how shadows are formed from different types of materials through shadow puppet. ● Voice opinions on natural disaster observed or experienced and related practices and happening around the world to enhance thinking ability, confidence, and communication skills. ● Participate actively in awareness drives. And create usable things using waste materials. <p>Able to learn the harmful effects of plastic, noise, smoke, on our environment.</p> |
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CLASS -6**HINDI/ODIA**

Developing Language Across the Curriculum

Role Play

Exercises on grammar topics

Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters.

Reading skills

Group discussions
Surveys /Classifications
Pen and paper tests
Worksheets
MCQ
Pen and paper test

Dictation of words

Participate in class assembly, school assembly, interschool and intra school competitions.

SANSKRIT

1. Words Making

2. Cross Word

3. Show and Tell sessions

4. Loud Reading Sessions

To develop interpersonal communication skills.

Present stories in the form of skit by recognising the characters speaking their dialogues with expressions.

Apply the grammar concepts correctly to frame simple sentences and answers.

Read the text and recite poem with correct pronunciation, intonation and pause, expressions and actions/gestures/body language.

Reading tests with emphasis on pronunciation and accuracy

Knowledge of the concept

Creativity

Observations & Demonstrate

On time submission

Clear understanding

Correct methodology

Spell and write the words using their phonetic knowledge.

Present their thought on general topics and speak in confident manner.

SANSKRIT

1. Development of Skill , Enhanced Vocabulary & Memorizing sight.

2. Increase their thinking skill

3. Present their thought on general topics related to their immediate surroundings in show and tell sessions.

4. Read the chapter with correct pronunciation and punctuation. 5. Apply the grammar concepts correctly to frame simple sentences and answers.

5.Exercises on grammar topics

6. Pen and Paper tests &
Worksheets

6. Knowledge of the concept

7 Sentence making

8 Mantra recitation

7. Make short sentences with correct words.

8. Recite mantra with correct pronunciation.

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| <u>ENGLISH</u> | <p>Language acquisition opportunities will be provided individually as well as in group or small pairs through various activities.</p> <ul style="list-style-type: none"> ❖ Speaking drills will be provided while using general sentence structures. ❖ Communicational approach will be applied while giving them ample opportunities to express their ideas and views in group discussion i.e. preparing documentary or fact file etc. ❖ Loud reading practice through newspaper reading with fluency, accuracy, and pronunciation. ❖ Silent reading in groups to comprehend the text and review the expression with the exact meaning conveyed in the text. | <p>Through these pedagogical solutions, by the end of the academic year 2022-23, the majority of students of Class VI will be able to get the following outcomes:</p> <ul style="list-style-type: none"> ❖ Different sentence structures will help the students to develop the usage of language. ❖ will be able to communicate in English with their friends, relatives and family members confidently. ❖ Will remove hesitation to read in public and increase knowledge of different ideas and vocabulary words. ❖ will be able to comprehend text on their own and will learn how to express various situations in writing with expression of emotions. ❖ Explanation will give them chances to keep a check on accuracy. ❖ will be able to enrich his vocabulary. ❖ They will be able to understand different accents of native speakers and |
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| <p><u>SOCIAL SCIENCE</u></p> | <ul style="list-style-type: none"> ❖ Reading in chunks and then explaining it in the pair group. ❖ Selection of sentence structures and phrases from the text and practice them in day-to-day life. ❖ Model Language Learning through audio, videos, and news listening activities. ❖ Role play and Dramatization ❖ Open-ended questions related to text based on thinking skills. ❖ Synonyms and antonyms of the selected words will be searched and written. ❖ Creative writing practice in different forms of writing i.e. speech, article, story, message and diary entry etc. ❖ Formation of questionnaire using different types of tenses. ❖ Reading story books, magazines, newspapers articles, jokes and scripts then summarizing, note making and recalling . <p>Spell well Activity while dictating the difficult words with correct pronunciation.</p> <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> ● Develop understanding of how the Archaeologists think, learn and understand through Mock Interview. ● Develop deep learning and | <p>try to acquire the standardized language through these activities.</p> <ul style="list-style-type: none"> ❖ Students will be able to express and imitate various characters and their character traits through the situations depicted in roles and plays presented by them. They will learn social skills which will make their thinking fast and developed. ❖ Learners will be able to think about different problems faced by different sections of society and will try to find the solutions. Apart from this will be able to see different aspects of life in a single text through open ended questions. ❖ Students will be able to enhance their vocabulary by searching different synonyms and antonyms. ❖ Learners will be confident in writing skill and will not be reluctant to write any piece of writing when asked. ❖ Students will be able to take queries and to think in the language and acquire the correct usage of language. ❖ Reading skills will be improved in an interesting way and students will acquire the practical usage of language learning . <p>Dictation and Spell well activities will make their language learning strong.</p> <p>Students will be able to identify the different types of sources and their utility in understanding history.</p> <ul style="list-style-type: none"> ● Able to develop a healthy attitude towards various kinds of diversities and will be able to respect different cultures and traditions of India. |
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understanding diversity in India and will look at them from different perspectives through knowing various diversities among their class fellows and defining Respect.

- Able to recognize the uniqueness of our planet Earth due to the existence of life and different life supporting factors on it.

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| | <ul style="list-style-type: none"> ● Develop a connection between daily life and critical thinking by using Diagrams, Audio- Visual teaching aids and models to understand Motions of the Earth, observation of positions and patterns of different stars in the night sky. ● Develop skills to understand astronomical phenomena. Use of globes for understanding and identifying latitudes and longitudes. ● Develop concept learning of the Solar System through Role Play explaining the positions of different planets with their movements around the sun. ● Develop critical thinking and concept learning through Group discussions on similarities and differences between Harappan Cities and present cities. Locating different centres of Janapadas and Mahajanapads on an outline map of India. ● To realise the working of Police Stations and various other departments in Rural areas through dramatisation. ● Develop the understanding of the role of government in our lives both in rural and | <ul style="list-style-type: none"> ● Able to identify latitudes and longitudes like poles, equator , tropics etc. ● Able to understand the concept of the Solar System, distinguishes between stars, planets and satellites. ● Able to compare and contrast the distinctive features of two different periods at the same time appreciating the special features of Indian old civilisations. Able to locate the different important historical centres. ● Able to develop the skill of problem solving and understand the working of Police station, Maintenance of Land records, Patwari and his/her responsibilities. ● Able to explain the various levels of the government and its functioning. Describe issues, events and different situations faced at different levels of Indian government. |
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urban areas through Group discussions, Mock Panchayat etc.

Develop the ideas of locating different physical divisions of India on the Map using different colours and symbols and also integrating art.

Able to identify the unique feature of India by locating different physical divisions like mountains, Plateaus, deserts, islands and neighbouring countries of India with the help of conventional symbols.

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| <p><u>MATHS</u></p> | <p>Individual activities ,working in group of two or small groups Develop a connection between daily life and mathematical thinking Students will be divided into groups and they will frame word problem related to real life based on 4 fundamental operations and will bring population data of different states and round off each numeral nearest 10, 100 and 1000. sieve of Eratosthenes. Representing integers on a number line using a wire and colour papers, Different parts of circle using paper folding method. observe angles and lines from their surroundings and then compare all the angles. Perform addition and subtraction by using two different colors of buttons. Addition of fractions by paper cutting method. Data collection and interpretation of same data with the help of bar graph. perimeter and area of different polygons formed by using straws. Learning of algebraic equations and ratio and proportion through real life situations.Explore concept of symmetry and angles</p> | <p>Through the help of these pedagogical activities ,students will be able to learn:</p> <ol style="list-style-type: none"> 1.to express their imagination with the help of numbers and the concept of rounding off numbers. 2. Enhancing the concept of properties of whole numbers based on addition, subtraction, multiplication and division. 3.Understand the concept of prime numbers, composite numbers, factors and multiples. 4.They will learn about centre, radius, diameter, chord, sector, segment and arc of circle. 5.Understand the concept of addition of fractions and decimals 6.Understand to make and read the different types of graphs, learn to collect the data from real life and its interpretation. 7.Learn the concept of perimeter and area of different polygons. 8. Understand the concept simple ratios, comparison of ratios, different word problems based on ratio and proportion. 9. Students will be able to recognize the different types of symmetry. 10 will understand the construction of different types of angles <p>Using the Pedagogical solutions the students will be able to:</p> |
| <p><u>SCIENCE</u></p> | <p>The learner will be given the opportunities in groups / individual</p> | <ul style="list-style-type: none"> ● Students will know about different sources of food. |

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| | <p>and pair work in an inclusive setup :</p> <ul style="list-style-type: none"> ● What my friend will eat today? ● Nutty Scientist - Experiments to test different components of food ● Role play on food chain ● Making a table mat by weaving ● Riddles on fibre to fabric ● Memory game on sorting materials into groups ● To classify different objects on the basis of different properties ● To study physical and chemical change ● To observe different types of leaves and find out most common features. ● To study the different parts of a flower ● Project on different types habitats. ● To study a simple electric circuit. ● To identify different types of magnet. ● Best out of waste- Activity | <ul style="list-style-type: none"> ● Students will learn the presence of nutrients in the food ● Students will be able to enhance their interaction with the peer group ● It will develop creativity among students and they will be able to learn how fabrics are made ● Students will be able to learn the important facts of fibres and fabrics. ● It will develop students' memory and they will be able to learn how different materials are sorted. ● Students will observe, Explore, Analysis, and think critically ● Students will do hand on experiments and will make the observation of the same. ● Students will learn about characteristics of organisms in different habitats. ● Students will learn about waste management. They will learn about 3R principle (Reduce, Reuse and Recycle.) ● Students will identify leaves on the basis of observable features Students will be able to learn different parts of flower. |
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| <u>CLASS-7</u> | | |

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| <p><u>HINDI/ODIA</u></p> | <p>1. Listening to songs /poetry /news talks prose of Hindi literature.</p> <p>2. Participate in class assembly, school assembly, interschool and intra school competitions.</p> <p>3. Watch and listen to the Hindi movies and songs, documentaries, radio talks, shows, discussion and debates.</p> <p>4. Share their experiences of journeys, trips/excursions and visits in groups or/individually.</p> <p>5. Summarize and explain the written text orally in written form unseen or seen passages.(Text from any source)·Using of grammar through variety of situations (nouns, verbs, adjectives, pronouns, gerund).</p> <p>6 Know the features of various types of writing: messages, emails, notice, letter, report, vignettes, short personal/ biographical experiences.</p> <p>7 Create their own stories, dramas, skits, poems, dialogues and scripts writing</p> | <p>1. Speaking, reading, writing and thinking in an manner.</p> <p>2. Express the same in his/her own language with correct tone and voice modulation. Speak in a confident manner and equally participate in debates, dramas and skits at all level in groups or individually.</p> <p>3. Engage themselves more frequently and relate it with real life situation and will use the same vocabulary in daily life also will be able to respond to various situations.</p> <p>4. Write and explore his ideas in the written form using correct grammar and vocabulary.</p> <p>5. Evaluate the written text, able to comprehend the text as well as able to use the read vocabulary in their daily use of language.·Use the dictionary, and encyclopaedia for referring to the new words coming while reading.</p> <p>6. Independent writing skill will be developed with the required amount of known vocabulary and language Writes descriptions / narratives showing sensitivity to gender, environment, and appreciation of cultural diversity</p> <p>7. Writing of dialogues from a story and story from dialogues.</p> |
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| <p><u>ENGLISH</u></p> | <p>The learner will be given the opportunities in groups / individual and pair work:</p> <ul style="list-style-type: none"> • Share their experiences of journeys, trips, excursions and visits in groups or individually. • Watch and listen to English movies and songs, documentaries, radio talks, shows, discussions, and debates. • Summarize and explain the written text orally in written form unseen or seen passages. (Text from any source) <p>Listening to songs /poetry/news talks prose Text of English literature.</p> <ul style="list-style-type: none"> • Participate in class assembly, school assemblies, inter-school, and intra school competitions. • Skimming, scanning and reading of the given text. • Learning the vocabulary of the text from various sources and co-relate to the other text. • Using grammar through a variety of situations (nouns, verbs, adjectives, pronouns, gerunds) • Think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the problems raised. • Know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences. • Create their own stories, dramas, skits, reports, poems, dialogues and scripts for Class VIII writing. | <p>Using the Pedagogical solutions the students will be able to do listening, speaking, reading, writing and thinking in an impressive manner.</p> <ul style="list-style-type: none"> • Engage themselves more frequently and relate it with real life situations and will use the same vocabulary in daily life also will be able to respond to various situations. • Write and explore his ideas in the written form using correct grammar and vocabulary. • Evaluate the written text, able to comprehend the text as well as being able to use the read vocabulary in their daily use of language. • Speak in a confident manner and equally participate in debates, dramas and skits at all level in groups or individually. • Ask and respond to the text read and be able to write in their own language in the form of diary entry, report or dialogue writing. • Think and relate to their daily text and usage of it in the correct manner in the written and oral form. • Use the dictionary, thesaurus and encyclopedia for referring to the new words coming while reading. • Write independently the various forms of written text using correct vocabulary as well as the appropriate language and sentence structure. • Independent writing skill will be developed with the required amount of known vocabulary and language. • Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity • Writing of dialogues from a story and story from dialogues. |
| <p><u>SOCIAL SCIENCE</u></p> | <p>The learner will be given the</p> | <p>Using the Pedagogical solutions the students will be able to:</p> |

opportunities in groups / individual and pair work in an inclusive setup

- Develop curiosity to know and trace the changes in the society over the mediaeval period e.g social, religious

- Able to identify the changes, use of different sources of history and changes in social, political and empires and difficulties faced in using

and political changes, formation of pan regional empire and change in terminology over the years.

- Develop a sense of dignity & equality for all irrespective of their different backgrounds, gender and race through real life examples and examples from the textbook and the need for a democratic system to live a harmonious life. Discussion and speech on women empowerment will be helpful to clear the concept.
- Analyse the role of media and advertising and their strong link with technology and the mechanism of advertisements in media; markets and the opportunities offered by them
- Develop a connection between the issues raised by the people and the role of the government in tackling them.
- Show the interdependence of different forms of life and inculcate a sense of responsibility towards the natural environment and discuss the ways to conserve it, know the interior of the earth, rock cycle and the evolution of different landforms.

those available resources.

- Able to know the critical role of equality in society and the role of govt in instituting policing to alleviate inequality.
- Able to make them sensitive towards balanced report and the role of big business houses in setting a report & the role of media in market The students will be asked to write a balanced report and a jingle to attract the consumers to increase its sale
- Able to make them aware of the responsibilities and problems faced by the executives and to make them think of solutions to the public issues.
- The students will be able to know the need for sustainable development and the interdependence of all living and understand the processes that affect our earth and bring changes in the physical features through flowcharts and diagrams.
- Draws interrelationship between climatic regions and life of people living in different climatic regions.
- Evaluating composition and structure of the atmosphere. Describes different components of the environment and the interrelationship between them.

- Discuss similarities and differences in the life of people in different natural regions of the world eg. deserts, tropical and subtropical

Brainstorming on various reasons for air pollution and list measures to prevent it.

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| <p><u>MATHS</u></p> | <p>Read globe and maps for identifying historical places / kingdoms, climatic regions, and other resources. Use diagrams / models / visuals / audio-visual materials for understanding the interior of the earth, formation of different types of landforms, movements of water in the ocean, etc.</p> <p>Individual activities ,working in group of two or small groups</p> <p>Enactment by the students (4 groups of students present the properties of integers) To make any picture (flower/ scenery) using the concept of fractions) Product of decimals on a squared sheet demonstrated by the teacher and students Concept of probability Using number cards and playing cards To solve algebraic equations using tiles To explore criteria for congruence of triangles using a set of triangular cut outs. To multiply two rational numbers by drawing shapes in rows To determine the area of a closed figure using dotted paper. To make designs using rotating shapes. To integrate Mathematics and English.</p> | <p>Arranging a Mock Legislative Assembly to understand the working of the MLAs and how they make decisions.</p> <p>Through the help of these pedagogical activities ,students will be able to learn:</p> <ol style="list-style-type: none"> 1.Enhancing the concept of properties of integers .understand the rules necessary to solve problems with integers using addition, subtraction, multiplication, and division 2.Students will be able to learn how to apply the fractions in real life 3.Students will be able to apply knowledge of multiplying integers to multiplying decimals, 4..Concept enhancement and students will be able to learn how to apply probability in real life. 5.Students will be able to learn how to apply the different angles made by the transversal. 6..Students will be able to <ul style="list-style-type: none"> ● prove that the sum of the measures of the interior angles of a triangle is equal to 180°, ● understand that the exterior angle of a triangle is the supplementary angle to the adjacent interior angle, 7. Students will be able to recognise to apply the criteria of congruence in different types of figures. 8.Students will be able to learn how to multiply rational numbers and concept clarity. |
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9. Concept enhancement & they will be able to find the area of different figures.

10. Concept enhancement & they will learn to differentiate the base & exponents.

SCIENCE

The learner will be given the opportunities in groups / individual and pair work in an inclusive setup

- Make your kitchen garden
- Know your digestive system (Role play)
- Making of Friendship band using different fibres
- To find conduction and convection.
- The types of chemical reaction
- Identification of acids and bases
- To show neutralization reaction
- Diagram of soil profile
- Draw a well labelled diagram of respiratory system
- Transporation of material in animals
- Plot and interpret distance time graph
- Different images formed during lenses and mirrors.
- Different types of reproduction.
- Analyze the data on different speed and motion of objects.
- Simple-pendulum experiment.
- Forests as our lifeline
- Water a life-giving liquid
- Working of an electromagnets.

11. Students will learn to find angle of rotation and order of rotation.

Using the Pedagogical solutions the students will be able to:

- It will give students a chance to produce their own food which promotes healthy habits.
- Students will be able to describe the different organs where digestion takes place
- Students will be able to define textile and fibres.
- Students will be able to explain the process of conduction and convection.
- Students will do hand on experiments in the lab and making the observation of the same.
- Students will enhance the knowledge of acids and bases.
- Students will distinguish between acids,bases and salts.
- Students will identify the different types of soil.
- Students will learn the different parts of the human respiratory system.
- Students will do research work how transportation of material in animals takes place.
- Concept clarity will be there by drawing graphs for different speeds.
- Students will be able to know more about lenses and mirrors by doing hand on activities.
- Visiting the garden and collection of flower for explaining the various parts.
- Students will be able to learn how speed and motion vary of different objects.
- Students will learn about the motion of a simple pendulum.
- Students will play dramatization on conserving our forests.
- Students will do skit on save water and will draw poster on sheet.
- Students will learn by making

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| | | electromagnets and its uses in daily life. |
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CLASS -8**HINDI/ODIA**

1. Listening to poetry/news talks prose text of Hindi literature.
2. Participate in class assemblies, school assemblies, and interschool and intra-school competitions.
3. Introduction of the characters of the stories written by various authors.
4. Participate in group discussions, declamation, and debates.
5. New word formation by using grammar rules.
6. Newspaper reading and learning the vocabulary of the text and correlating to the chapter
7. Know the features of various types of writing- letter, notice , paragraph.
8. Create their own skits, poems, dialogue and stories. 9 using of grammar through a variety of situations. (noun, pronouns, adjectives.)
10. create a skill to take interview and diary writing.
11. Small group activities-poem recitation, Loud reading sessions, and dictation.

1. Listening, speaking, reading, writing, and thinking in a manner.
2. Present their thought on general topics and speak in a confident manner.
3. Relate it with real-life situations and also will be able to respond to various situations.
4. write independently the various form of written text.
5. Use the dictionary from referring to the new words.
6. Express the views with the correct tone and voice modulation.
7. Writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
8. Write and explore his ideas in written form using correct grammar and vocabulary.
9. Correct methodology
Spell and write the words using their phonetic knowledge.
10. Read the text and recite a poem with correct pronunciation, intonation, and pause, expressions and actions/gestures/body language

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ENGLISH

The learner-

- Responds to instructions and announcements in school and public places viz. Railway station, market, airport, cinema hall, and act accordingly.
- Introduces guests in english, interviews people by asking questions based on the work they do.
- Engages in conversations in english with people from different professions such as bank staff, railway staff, etc. Using appropriate vocabulary.
- Uses formulaic/polite expressions to communicate such as 'may i borrow your book?', 'i would like to differ' etc.

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| | <ul style="list-style-type: none"> ● Use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing. ● Watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multimedia materials, for understanding and comprehension. ● Interview people from various profession such as doctors, writers, actors, teachers, Cobblers, newspaper boy, Household helps, rickshaw pullers and so on. ● Use formulaic expressions/ instructions such as 'Could I give you... Shall we have a cup of tea?' to develop communication skills ● Participate in individual activities such as introducing personalities/ guests during school programmes ● Learn vocabulary associated with various professions and use them in different situations. ● Read stories / plays (from different books/ newspapers in education (NIE) / children's Section in magazines in English / Braille) and narrate them. ● Locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. ● Use various sources from | <ul style="list-style-type: none"> ● Speaks short prepared speech in morning assembly. ● Speaks about objects/events in the class/ school environment and outside surroundings. ● Participates in grammar games and aesthetic activities for language learning. ● Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on tv, radio and expresses opinions about them. ● Asks questions in different contexts and situations (e.g. Based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) ● Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz etc, organised by school and other such organizations; ● Narrates stories (real or imaginary) and real life experiences in english. ● Interprets quotations, sayings and proverbs reads textual/non-textual materials in english/braille with comprehension. ● Identifies details, characters, main idea and sequence of ideas and events while reading. ● Reads, compares, contrasts, thinks critically and relates ideas to life. ● Infers the meaning of unfamiliar words by reading them in context. ● Reads a variety of texts for pleasure e.g. Adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) ● Refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. ● Prepares a write up after seeking |
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English and other languages to facilitate comprehension, co-relation and critical understanding of issues.

- Interpret quotations, sayings and proverbs.

information in print / online, notice board, newspaper, etc.
communicates accurately using appropriate

- Grammatical forms (e.g., clauses, comparison of adjectives, time and

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| | <ul style="list-style-type: none"> ● Interpret photographs/sketches, ● Tables, charts, diagrams and maps and incorporate in writing. ● Think critically, compare and contrast /characters /events/ ideas /themes and relate them to life and try to give opinions about issues. ● Refer sources such as dictionary, thesaurus ● And encyclopedia for meaning in context and understanding texts. ● Use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. <p>Notice punctuation marks in a variety of texts and appropriately use in editing</p> <ul style="list-style-type: none"> ● His/her own writing. ● Understand the context for various types of writing: messages, notice, letter, report, ● Biography, travelogue, diary entry etc. ● Take dictation of a passage with specific attention to words pronounced, punctuation and spelling. ● Attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. ● Use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, | <p>tense, active passive voice, reported speech etc.)</p> <ul style="list-style-type: none"> ● Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. ● Writes short paragraphs coherently in english/braille with a proper beginning, middle and end with appropriate punctuation marks. ● Writes answers to textual/non-textual questions after comprehension inference; draws character sketch, attempts extrapolative writing. ● Writes email, messages, notice, letters, formal personal experiences etc. ● Develops a skit (dialogues from a story) and story from dialogues. ● Visits a language laboratory. Writes a book review. |
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Class seminar etc.

- Attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues.
- Visit a language laboratory.

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| <p><u>SOCIAL SCIENCE</u></p> | <p>Write a Book Review.</p> <p>The learner will be given the opportunities in groups / individual and pair work in an inclusive setup</p> <ul style="list-style-type: none"> ● Discussion on periodization of Indian History. ● Delve into the world of resources : Explore the meaning of resources, their variety, location and distribution. ● Develop understanding of how the members of Constituent Assembly think, learn and understand through Mock Constituent Assembly. ● To Collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world. ● To make a timeline of the events of the 1857 revolt and find out the role of technology (such as advanced weaponry and the advance means of communication) in the British victory over the rebels. ● Develop projects on | <p>Using the Pedagogical solutions the students will be able to:</p> <ul style="list-style-type: none"> ● To study how the sources for this period are different to those of earlier periods. Students will understand the importance of Ancient, Mediaeval and Modern period ● Able to know about different varieties, location and distribution of resources. ● To develop an understanding of the rule of law and our involvement with the law, understand the constitution as the primary source of all our laws, to understand the vision and values of the constitution ● Classifies different types of industries based on raw materials, size and ownership. ● To study the various causes and effects of the revolt of 1857. Students will be able to describe the main events in the revolt of 1857 and the contribution of people who participated in it. |
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| | conservation of natural and human made resources, discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control | <ul style="list-style-type: none">• Describing and explaining the major crops, types of farming and agricultural practices in her/his own area/state. Explain the distribution of land in local and outside regions. Analyses uneven distribution of natural and human-made resources |
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| <p><u>MATHS</u></p> | <ul style="list-style-type: none"> ○ measures. Use atlas /mapsfor locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. ● Develop an understanding to Participate in the discussion on the concepts of Constitution, Parliament, judiciary and marginalisation. Prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism. ● Develop an understanding of FIR and the importanceof Public Prosecutor in the Criminal Justice system, a Role Play Activity will be held in the class on the trial of any court case ● Discussion on conditions of women in ancient times. ● To develop an understanding of sculptures and use of knowledgeand skills through the Statue Exhibition. ● Individual activities | <p>on the earth.</p> <ul style="list-style-type: none"> ● Conducting focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections of the society. ● Demonstrates how to file a First Information Report and the role of Public prosecutor. ● Analysing the issues related to caste, women, widow remarriage and child marriage, social reforms and the laws and policies of colonial administration towards these issues. Outlines major developments that occurred during the modern period in the field of arts. <p>Able to appreciate the art and artisans of the sculptures, use them as sources of history and know the time to which they belong.</p> <ul style="list-style-type: none"> ● Through the help of these pedagogical activities ,students will be able to learn: ● Students will be able to understand theconcept of rational |
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| | <p>,working in group of two or small groups Group discussion on various types of numbers.</p> <ul style="list-style-type: none"> • Shading /Coloring equal parts of various shapes. • Enactment by the Students explaining properties of Rational numbers. • Paper cutting: Making Different types of Quadrilaterals. | <p>numbers.</p> <ul style="list-style-type: none"> • Students generalize properties of addition, subtraction, multiplication and division of rational numbers. • Students will be able to solve problems based on linear equation in one variable. • Students will be able to solve puzzles and daily life problems using variables. |
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SCIENCE

- Cube Root Maze
- Role Play on simple interest compound interest etc.
- Sorting and Writing surrounding patterns.
- Nets of solids figures
- An activity for establishing a relationship between circumference and diameter, representing their ratio as π .
- Dividing the circular region into small sectors and arranging them in the form of a rectangle and finding the area of the circle.
- Checking the algebraic identities using paper cutting.
- Role Play.
- Real-life examples: Direct and Inverse Proportion.
- Distinguish different situations of Direct and Inverse Proportion.
- Collection of data and representation using different types of graphs.

The learner will be given the opportunities in groups / individual and pair work in an inclusive setup:

- Select healthy seeds for sowing.
- Role play of different agricultural practices.
- To grow bread mould.
- Preparing curd from milk.
- To find tensile strength of

- Students generalize properties of different types of Quadrilateral.
- Students will be able to find square and square roots using different methods and will be able to solve problems of daily life.
- Students will be able to apply the concept of profit and loss, percentage and compound interest in real life.
- Students will be able to form algebraic expressions
- Students will be able to understand how 3D figures have been formed with the help of 2D figures.
- Students will be able to find out the circumference and area of the circle.

Using the Pedagogical solutions the students will be able to:

Learn about dead and alive healthy seeds.
Learn various steps of agriculture.

Learn useful and harmful activities of microbes.
Arrange the threads in order of their increasing strength.
Know about the reactivity of different Metals and Non-Metals.
Understand about the magnets.
Understand that pressure exerted by liquid increases with its depth.
Understand biodiversity on earth and its Conservation.

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| | <p>different fibres.</p> <ul style="list-style-type: none"> ● To study the chemical and physical properties of metals. ● To study the behavior of unlike and like poles of magnet. ● To demonstrate that pressure exerted by liquid increases with its depth. ● Prepare a list of endangered and extinct species of plants and animals. ● Write names of wildlife sanctuaries and National | <p>Learn the structure and functions of each cell part.</p> <p>Learn about the reproductive system of humans and the process of metamorphosis.</p> <p>Aware about teenage and how the sex of child is determined.</p> <p>Understand that friction is depending on weight and rolling friction is less than sliding</p> |
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| | <p>parks.</p> <ul style="list-style-type: none"> ● Role play of cell organelles. ● To make a temporary slide of a plant cell. ● Draw labeled diagrams of the human reproductive system. ● Draw the life cycle of frog and show metamorphosis. ● Counseling of students regarding teenagers. ● To draw flow diagram of sex determination. ● To show that friction increases with increase in weight. ● To show that rolling friction is less than sliding friction. ● To investigate if sound can travel through a liquid. ● To investigate if sound can travel through a vacuum. ● To verify laws of reflection of light. ● To study refraction of light. ● To study the concept of static charge. ● To study different types of charges. ● To Study the properties of coal. ● To Study the constituents of petroleum and their uses. ● To Study different parts of flame. ● To Study that air is necessary for combustion. ● To Study the chemical effect of electric current. <p>To discuss pollution of air and water, their causes and effects.</p> | <p>friction.</p> <p>Know that sound can travel through liquid medium and it can not travel through vacuum.</p> <p>Get the information of basic two phenomenons of light reflection and refraction practically.</p> <p>Know that on rubbing two things charge produced and types of charges as well. Know that coal is a combustible substance, different constituents of petroleum.</p> <p>Know about parts of flame and conditions necessary for combustion. Know about electrolysis.</p> <p>Know about various kinds of pollution their causes and harmful effects.</p> |
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Class IX- XII

CBSE has published a comprehensive Curriculum for Classes IX & X, which carries the details of the syllabus, time to be devoted to teaching units or components of the syllabus, Question Paper design as well as the detail of projects/ practicals to be conducted. To implement and execute the pedagogical plan for Classes IX- XII, the teachers have been advised and trained to acquire a thorough understanding of the following:

- a) Curriculum published by the CBSE
- b) Initial Pages of the Curriculum published by the CBSE
- c) Working knowledge of the related Position Papers published by NCERT
- d) Bloom's Taxonomy
- e) How to write measurable Learning Outcomes

A varied approach will be used by each subject teacher to adopt the Pedagogical solutions, teaching strategies, and learning objectives in Classes IX - XII aligning these with the guidelines issued by the CBSE. The use of technology and multimedia will be an integral part of the teaching-learning activity.

Broad teaching approaches and strategies suggested for different subjects are as under:

Teaching strategies and methods for subjects like Languages, History, Geography, Polity, Economics, Biology, Physics, Chemistry, Computer Science, Mathematics, Physical Education – Thinking maps, Context based learning, Project- based learning, Demonstration Method, Multimedia Approach, Simulated labs, Experiments, Peer- to-peer teaching, Graphic Organizers, Hands-on Learning, Problem-solving method, Brainstorming, Assertion and Reasoning, Case based, etc.

Teaching strategies and methods for English – Role Play, Story-telling, Debate, Group Discussion, Collaborative learning, Peer-to-peer teaching, Cross-linkages, Thinking maps, Interactive lectures,

The Lesson Plans shall include the teaching methodology, learning outcomes, integration of technology, and detail of enhancement efforts. Lesson plans for each subject for the period April to June 2023 are attached at Appendix.

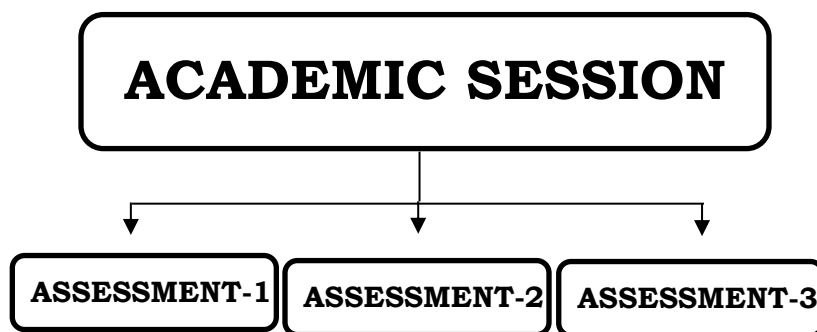
Promotion & Assessment Policy

Nursery, LKG & UKG

1. Learning is an ongoing process and the students will be evaluated in a continuous and comprehensive manner. The Comprehensive Assessment process will focus on consistent progress made by the child in academics as well as co-curricular activities.
2. The assessment procedure will be based on daily observations done by their teachers throughout the year.

Class I & II

The academic session is divided into three quarters. There will be three assessments in an academic session. The syllabus of scholastic subjects shall be divided into **three parts and assessment tests shall be conducted in each part**. The syllabus once tested will not be evaluated again. Each assessment will be marked out of 40 marks and of 60 minutes duration each.

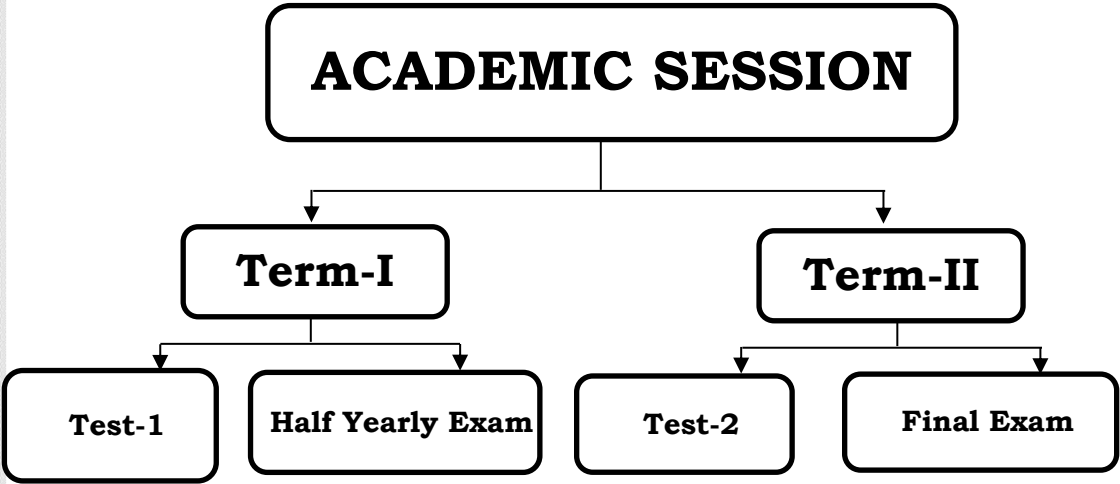


Grades will be indicated as mentioned below:

Grade- A (85%-100%) Grade-B (70%-84%) Grade-C (55%-69%)
Grade-D (33%-54%) Grade-E (0%-32%)

Class III to VIII

The academic session is divided into Term-I and Term-II. There will be two Assessments in each term. The syllabus of scholastic subjects will be divided into two parts for each term.



Allotment of Marks

Each term will be marked out of 100 marks as mentioned below:

TERM -I & TERM-II

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| Test-1/ Test-2 | 20 Marks |
| Half Yearly/Annual Exam (Written Exam) | 80 Marks |
| Total | 100 Marks |

Test – 20 Marks

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| Periodic Assessment (Written, Oral, Quiz, Map works etc.) | 10 Marks |
| Portfolio/Notebooks | 5 Marks |
| Subject Enrichment Activity | 5 Marks |

Class III to V – The Syllabus of Term-I will not be tested in Term-2

Class-VI – 10% of Term-I syllabus will be tested in Term-2

Class-VII- 20% of Term-I syllabus will be tested in Term-2

Class-VIII- 30% of Term-I syllabus will be tested in Term-2

Final Result – 50% of Term-I and 50% of Term-2

For Class – IX Annual scheme of Assessment will be conducted as per CBSE. There are 3 Periodic Assessments and one year- end examination (Annual Examination).

ALLOTMENT OF MARKS

| Assessment Marks | |
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| 1. Internal (20) | Assessment |
| <i>A) Periodic Assessment</i> | 10 |
| <i>B) Notebook</i> | 5 |
| <i>C) Subject Enrichment Activities</i> | 5 |
| 2. Year End Examination | 80 |
| Total Marks | 100 |

The student has to secure 33% of marks in each subject to pass the examination.

CO-SCHOLASTIC ACTIVITIES

For the holistic development of students, co-curricular activities will be carried out and graded term wise on a three-point grading scale.

(Co-scholastic areas include Work Education, Art Education, Health and Physical Education along with Discipline.)

Promotion Criteria-

- 75% attendance is compulsory to attend the Annual Exam.
- The student has to secure a minimum of 33% of marks in each subject and 40% of marks in aggregate.

- It is compulsory for all students to appear for tests and exam except under unavoidable circumstances.
- Students of Class-I and II can appear for the re-test with permission from the Headmistress by submitting application with valid reasons.
- If a child (Class-III to VIII) fails to appear for any Term-End Exam with valid reasons she/he can be promoted to the next class on the basis of either of the term's result.
- Annual Exam is compulsory for Class -IX students for promotion to the next higher class.
- If a child fails to appear for both term-end exams, she/he has to repeat in the same class.
- If a student of Class-I and II fails to appear for any of the assessment, she/he can be promoted to the next class on the basis of performance in the remaining three assessments.

Class-wise and Subject-wise Syllabus:-

| Class ↓ | Syllabus Attachments |
|----------------|--|
| PRE SCHOOL-I | OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS PRE SCHOOL-I Syllabus-2025-2026.docx |
| PRE SCHOOL-II | OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS PRE SCHOOL-II Syllabus-2025-2026.docx |
| PRE SCHOOL-III | OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS PRE SCHOOL-III Syllabus-2025-2026.docx |
| CLASS-I | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS Class-I Syllabus-2025-2026.docx |
| CLASS-II | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-II.docx |
| CLASS-III | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-III-Syllabus-2025-2026.docx |
| CLASS-IV | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS Class IV Syllabus 2025-26.docx |
| CLASS-V | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS Class V Syllabus 2025-2026.docx |
| CLASS-VI | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\Class VI Syllabus 2025-2026.docx |
| CLASS-VII | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-VII-Syllabus-2025-2026.docx |
| CLASS-VIII | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\Class VIII Syllabus-2025-2026.docx |
| CLASS-IX | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-IX-Syllabus-2025-2026.docx |
| CLASS-X | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-X-Syllabus-2025-2026.docx |
| CLASS-XI | ..\OneDrive\Desktop\Syllabus 2025-2026\2025-2026\TBS-Class-XI-Syllabus-2025-2026.docx |

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 |
|------------------------------------|---|---|
| | | |

Regular Tests

Assignment (Chapter-end Tests), Half Yearly Exams, Annual Exam, and Online Open Exams to gauge the level of understanding.

Flexible

Flexible

Classroom Observation Schedule

| Classroom Observation Schedule | Frequency | Done By | Findings |
|---------------------------------------|------------------|--|--|
| Routine observations | Regular basis | Academic Advisor (quarterly) Principal & Headmistress(weekly) | Teachers were seen completing the planned syllabus during regular observations. Co-curricular activities. Integrated Learning. |

| SL NO | ANNUAL PEDAGOGICAL PLAN | | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|---|--|--|-----------------------|--------------------------|----------------------|------------------------------|
| | TRAINING TOPIC | | | | | |
| Principal-Ms Namashree Pati | | | | | | |
| 1 | 2nd National Summit on Facilitating School to Work Transition in KIIT,Bhubaneswar. | | 21.11.204 | 1 day | Offline | Namashree Pati |
| 2 | Bal Vatika and Jadui Pitara | | 21-06-2024 | 1 Day | Offline | Namashree Pati |
| 3 | Online Training on Integration of Virtual Labs in Teaching-Learning by NCERT | | 15-01-2024-19-01-2024 | 5 Days | Online | Namashree Pati |
| 4 | PRAYOG | | 4.7.2024-7.7.2024 | 5 Days | Online | Namashree Pati |
| | | | | | | |
| SL NO | TRAINING TOPIC | | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| Head Mistress-Ms. Puspita Mohanta | | | | | | |
| 1 | Art Integration | | 11.05.2024 | 1 day | Offline | Ms.Puspita Mohanta |
| 2 | Learning through Art Integration- Foundational Stage | | 17.05.2024 | 1 hour | Online | Ms.Puspita Mohanta |
| 3 | 3030 Eklavya -Computing with Soap | | 26.01.2025 | 1 hour | You Tube | Ms.Puspita Mohanta |
| 4 | 3030 Eklavya -Cool & Confusing Clock | | 2.02.2025 | 1 hour | You Tube | Ms.Puspita Mohanta |
| 5 | 2nd National Summit on Facilitating School to Work Transition in KIIT,Bhubaneswar. | | 21.11.204 | 1 day | Offline | Ms.Puspita Mohanta |
| 6 | Online Training on Integration of Virtual Labs in Teaching-Learning by NCERT | | 15-01-2024-19-01-2024 | 5 Days | Online | Ms.Puspita Mohanta |
| SL NO | TRAINING TOPIC | | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| Academic Co-ordinator- Mr. Suman Bhunia | | | | | | |
| 1 | National Education Policy 2020 | | 18.05.2025 | 1 day | off line | Suman Bhunia |
| 2 | Learning through Art Integration- Foundational Stage | | 23-08-2024 | 2 HOURS | ONLINE | Suman Bhunia |
| 3 | Learning through Art Integration- Preparatory Stage | | 15-11-2024 | 2 HOURS | ONLINE | Suman Bhunia |
| 4 | Cyber Safety and Security | | 12-09-2024 | 2 HOURS | ONLINE | Suman Bhunia |
| 5 | Digital Technology in Education | | 10-11-2024 | 5HOURS | ONLINE | Suman Bhunia |
| 6 | Development of E content & interactive courses | | 29.12.2024 | 5HOURS | ONLINE | Suman Bhunia |
| 7 | ICT for Teaching and Learning of Languages | | 08.03.2025 | 5 hours | Online | Suman Bhunia |
| 8 | Parakh Rashtriya Sarvekshan 2024 | | 3.12.2024 | 1 DAY | off line | Suman Bhunia |
| 9 | Social Media Safety and Well-being | | 21.02.2025 | 5 hours | Online | Suman Bhunia |
| 10 | Secure Practices for Digital Gaming | | 18.02.2025 | 5 hours | ONLINE | Suman Bhunia |
| | | | | | | |
| SL NO | TRAINING TOPIC | | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| Sarmistha Panda | | | | | | |
| 1 | Art Integration | | 11.05.2024 | 1 day | Offline | Sarmistha Panda |

| ANNUAL PEDAGOGICAL PLAN | | | | | |
|-------------------------|--|----------------------|--------------------------|----------------------|------------------------------|
| 2 | National Education Policy 2020 | 25.01.2025 | 1 day | Offline | Sarmistha Panda |
| 3 | Cyber Threats | 21.01.2025 | 5 hours | Online | Sarmistha Panda |
| 4 | Cyber Hygiene | 21.01.2025 | 5hours | Online | Sarmistha Panda |
| 5 | Digital Wellness | 12.02.2025 | 5 hours | Online | Sarmistha Panda |
| 6 | Media and Information Literacy | 19.02.2025 | 5 hours | Online | Sarmistha Panda |
| 7 | Internet of Things and Mobile Devices and Safety | 22.02.2025 | 5 hours | Online | Sarmistha Panda |
| 8 | Social Media Safety and Well-being | 21.02.2025 | 5 hours | Online | Sarmistha Panda |
| 9 | Elevating Teaching-Learning Dynamics on DIKSHA | 12.02.2025 | 5 hours | Online | Sarmistha Panda |
| 10 | ICT for Teaching and Learning of of Social Sciences | 08.03.2025 | 5 hours | Online | Sarmistha Panda |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| MS NUPUR BEHERA | | | | | |
| 1 | Virtual Lab as a teaching learning tool for Biology_Eng | 18.02.2025 | 2 | ONLINE | NUPUR BEHERA |
| 2 | Digital Wellness | 20.02.2025 | 5 | ONLINE | NUPUR BEHERA |
| 3 | Social Media Safety and Well-being | 19.02.2025 | 5 | ONLINE | NUPUR BEHERA |
| 4 | Cyber Hygiene | 15.01.2025 | 5 | ONLINE | NUPUR BEHERA |
| 5 | Secure Practices for Digital Gaming | 18.02.2025 | 5 | ONLINE | NUPUR BEHERA |
| 6 | ICT for Teaching and Learning of Science | 27.01.2025 | 5 | ONLINE | NUPUR BEHERA |
| 7 | Artificial Intelligence (AI) in Education | 18.02.2025 | 5 | ONLINE | NUPUR BEHERA |
| 8 | Internet of Things (IoT) and Mobile Devices and its Safety | 18.02.2026 | 5 | ONLINE | NUPUR BEHERA |
| 9 | Learning through Art integration-Foundational stage | 15.05.2024 | 1 | ONLINE | NUPUR BEHERA |
| 10 | National Education Policy 2020-One Day | 25.01.2025 | 1 DAY | OFFLINE | NUPUR BEHERA |
| 11 | Art Integration-One Day | 11.05.2024 | 1 DAY | OFFLINE | NUPUR BEHERA |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| MS DEBAROTI BISWAS | | | | | |
| 1 | ICT for teaching and learning of social science | 21-Feb | 5.00Hrs | Online | |
| 2 | Animation as a digital resource for teaching and learning | 20-Sep | 5.00Hrs | Online | |
| 3 | Cyber Parenting | 06-Sep | 5.00Hrs | Online | |
| 4 | Social media safety and well being | 04-Oct | 5.00Hrs | Online | |
| 5 | IoT and mobile devices and safety | 06-Dec | 5.00Hrs | Online | |
| 6 | Open Education Resources and licences | 19-Jul | 5.00Hrs | Online | |
| 7 | Media and information literacy | 23-Aug | 5.00Hrs | Online | |
| 8 | Mental and physical well being in the era of cyberspace | 07-Feb | 5.00Hrs | Online | |
| 9 | Artificial intellegence in education | 22-Nov | 5.00Hrs | Online | |
| 10 | ICT for teaching and learning of Language | 17-Jan | 5.00Hrs | Online | |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| MR. RAKESH | | | | | |
| 1 | Artificial Intelligence (AI) in Education | 25-02-2025 | 5 Hours | Online | Rakesh Kumar |

| | ANNUAL PEDAGOGICAL PLAN | | | | |
|-------------------------------------|---|--------------------------|--------------------------|----------------------|------------------------------|
| 2 | Virtual Lab as a teaching learning tool for Languages_Eng | 24-02-2025 | 2 Hours | Online | Rakesh Kumar |
| 3 | Internet of Things (IoT) and Mobile Devices and its Safety | 24-02-2025 | 5 Hours | Online | Rakesh Kumar |
| 4 | Secure Practices for Digital Gaming | 28-02-2025 | 5 Hours | Online | Rakesh Kumar |
| 5 | Mental and Physical Well-being in the Era of Cyberspace | 24-02-2025 | 5 Hours | Online | Rakesh Kumar |
| 6 | Art Integration - One Day | 11-05-2024 | 1 Day | Offline | Rakesh Kumar |
| 7 | Induction Training Programme (Guru Dakshta) | 10/06/2024 11/06/2024 | 2 Days | Offline | Rakesh Kumar |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| SOUBHAGYA KUMAR SAHOO | | | | | |
| 1 | Cyber Threats | 06-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 2 | ICT for Teaching and Learning of Science | 04-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 3 | ICT for Teaching and Learning of Mathematics | 04-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 4 | Mental and Physical Well-being in the Era of Cyberspace | 04-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 5 | Open Educational Resources (OER) and Licenses | 05-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 6 | Artificial Intelligence (AI) in Education | 10-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 7 | Emerging Concerns in Cyberspace | 10-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 8 | Virtual Lab as a teaching learning tool for Mathematics_Eng | 08-03-2025 | 2 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 9 | Cyber Parenting | 07-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 10 | Digital Wellness | 07-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| 11 | Internet of Things (IoT) and Mobile Devices and its Safety | 06-03-2025 | 5 HRS. | ONLINE | SOUBHAGYA KUMAR SAHOO |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| MS CHANDRASHREE PRIYADARSHINEE JENA | | | | | |
| 1 | Media and information literacy | 01-Mar | 05.00 Hrs | Online | |
| 2 | social media safety and well being | 28-Feb | 05.00 Hrs | Online | |
| 3 | cyber safety in the era of cyber space | 25-Feb | 05.00 Hrs | Online | |
| 4 | IOT and mobile device and its safety | 01-Mar | 05.00 Hrs | Online | |
| 5 | animation as digital resource for teaching and learning | 28-Feb | 05.00 Hrs | Online | |
| 6 | ICET training on language learning | 25-Feb | 05.00 Hrs | Online | |
| 7 | diksha par shiksham adhigam ki bishistathaon ki unnati | 01-Mar | 05.00 Hrs | Online | |
| 8 | artifitial intellegence in education | 27-Feb | 05.00 Hrs | Online | |
| 9 | mental and physical well being in the era of cyber space | 24-Feb | 05.00 Hrs | Online | |
| 10 | ICT for teaching and learning of social sciences | 25-Feb | 05.00 Hrs | Online | |

| | ANNUAL PEDAGOGICAL PLAN | | | | |
|---------------------|--|----------------------|--------------------------|----------------------|------------------------------|
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| SUDESHNA SUBUDHIRAY | | | | | |
| 1 | Digital Wellness | 11.03.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 2 | शिक्षण एवं अधिगम के लिए डिजिटल संसाधन के रूप में एनीमेशन | 01.03.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 3 | Mental and Physical Well-being in the Era of Cyberspace | 28.02.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 4 | Cyber Parenting | 01.03.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 5 | गणित शिक्षण एवं अधिगम के लिए आईसीटी | 24.02.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 6 | ICT for Teaching and Learning of Mathematics | 21.02.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 7 | Financial Safety in Cyberspace | 01.03.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 8 | Artificial Intelligence (AI) in Education | 22.05.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 9 | Open Educational Resources (OER) and Licenses | 04.03.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| 10 | साइबरस्पेस के युग में मानसिक एवं शारीरिक कल्याण | 25.02.2025 | 5 HRS. | ONLINE | SUDESHNA SUBUDHIRAY |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| ANITA SAHANI | | | | | |
| 1 | National Education Policy 2020 | 25-01-2025 | 8 Hours | Off Line | Anita Sahani |
| 2 | Social Media Safety and Well-being | 03-03-2025 | 5 Hours | On Line | Anita Sahani |
| 3 | ICT for Teaching and Learning of Languages | 04-03-2025 | 5 Hours | On Line | Anita Sahani |
| 4 | Cyber Hygiene | 05-03-2025 | 5 Hours | On Line | Anita Sahani |
| 5 | Artificial Intelligence(AI) in Education | 06-03-2025 | 5 Hours | On Line | Anita Sahani |
| 6 | Emerging Concerns in Cyberspace | 07-03-2025 | 5 Hours | On Line | Anita Sahani |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| Mr. Pranob Sarkar | | | | | |
| 1 | Parakh Rashtriya Sarvekshan 2024 | 03.12.2025 | ONE DAY | OFF LINE | |
| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| MS. ITISHREE BEHERA | | | | | |
| 1 | Life Skill | 18.05.2024 | 8Hour | Offline | Itishree Behera |
| 2 | ICT for teaching and learning of social sciences | 25.02.2025 | 5Hour | Online | Itishree Behera |

| | | | | | |
|---|---|------------|-------|--------|----------------|
| 3 | साइबरस्पेस के युग में मानसिक एवं शारीरिक कल्याण | 28.02.2025 | 5Hour | online | Itishree Beher |
| 4 | Cyber hygiene | 01.03.2025 | 5Hour | Online | Itishree Beher |
| 5 | Mental and physical well-being in the era of cyberspace | 25.02.2025 | 5Hour | Online | Itishree Beher |
| 6 | Internet of Things (IOT) and Mobile devices and its safety | 28.02.2025 | 5Hour | Online | Itishree Beher |
| 7 | भाषाओं के शिक्षण एवं अधिगम हेतु सुचना और संचार प्रौद्योगिकी | 28.02.2025 | 5Hour | Online | Itishree Beher |
| 8 | Artificial Intelligence (AI) In Education | 06.03.2025 | 5Hour | Online | Itishree Beher |
| 9 | Secure Practices for Digital Gaming | 06.03.2025 | 5Hour | Online | Itishree Beher |

| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|

MR. VICKY MONDAL

| | | | | | |
|----|--|-----------|-----------|--------|--------------|
| 1 | Virtual lab for teaching learning - Computer science | 26-Dec-24 | 05:00 Hrs | Online | Vicky Mondal |
| 2 | <u>Elevating Teaching-Learning Dynamics on DIKSHA</u> | 21-Jun | 05:00 Hrs | Online | Vicky Mondal |
| 3 | <u>Mental and Physical Well-being in the Era of Cyberspace</u> | 07-Feb | 05:00 Hrs | Online | Vicky Mondal |
| 4 | <u>Artificial Intelligence (AI) in Education</u> | 22-Nov | 05:00 Hrs | Online | Vicky Mondal |
| 5 | <u>Virtual Lab as a teaching learning tool for Mathematics Eng</u> | 26-Dec | 02:00 Hrs | Online | Vicky Mondal |
| 6 | <u>ICT for Teaching and Learning of Science</u> | 20-Dec | 05:00 Hrs | Online | Vicky Mondal |
| 7 | <u>Media and Information Literacy</u> | 23-Aug | 05:00 Hrs | Online | Vicky Mondal |
| 8 | <u>Animation as Digital Resource for Teaching and Learning</u> | 20-Sep | 05:00 Hrs | Online | Vicky Mondal |
| 9 | <u>Secure Practices for Digital Gaming</u> | 08-Nov | 05:00 Hrs | Online | Vicky Mondal |
| 10 | <u>ICT for Teaching and Learning of Social Sciences</u> | 21-Feb | 05:00 Hrs | Online | Vicky Mondal |

| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|

Gayatri Pal

| | | | | | |
|----|--|------------|-----------|----------|-------------|
| 1 | Life Skills (Basic)- One Day | 18-05-2024 | 1 Day | OFF LINE | Gayatri Pal |
| 2 | Cyber Safety and Security | 17-09-2024 | 2 Hours | ON LINE | Gayatri Pal |
| 3 | Learning through Art Integration- Foundational Stage | 29-05-2024 | 2.5 Hours | ON LINE | Gayatri Pal |
| 4 | ICT for Teaching and Learning of Mathematics | 01-05-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 5 | Animation as Digital Resource for Teaching and Learning | 26-02-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 6 | Internet of Things (IoT) and Mobile Devices and its Safety | 26-02-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 7 | Mental and Physical Well-being in the Era of Cyberspace | 26-02-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 8 | Cyber Hygiene | 24-02-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 9 | Social Media Safety and Well-being | 28-02-2025 | 5 Hours | ON LINE | Gayatri Pal |
| 10 | Balvatika & Jadui Pitara | 21.06.2024 | 1 day | OFF LINE | Gayatri Pal |

| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|
|-------|----------------|----------------------|--------------------------|----------------------|------------------------------|

MS NIHARIKA

| | | | | | |
|---|---|------------|---------|--------|--------------------|
| 1 | Cyber Hygiene | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 2 | साइबरस्पेस के युग में मानसिक एवं शारीरिक कल्याण | 24-02-2025 | 5 Hours | Online | Niharika Mahapatra |

| | ANNUAL PEDAGOGICAL PLAN | | | | |
|----|--|------------|---------|---------|--------------------|
| 3 | ICT for Teaching and Learning of Social Sciences | 25-02-2025 | 5 Hours | Online | Niharika Mahapatra |
| 4 | Social Media Safety and Well-being | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 5 | ICT for Teaching and Learning of Mathematics | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 6 | Internet of Things (IoT) and Mobile Devices and its Safety (2) | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 7 | CBSE_G_SEC_C10_School Based Assessment | 06-03-2025 | 2 Hours | Online | Niharika Mahapatra |
| 8 | Digital Wellness | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 9 | Media and Information Literacy | 27-02-2025 | 5 Hours | Online | Niharika Mahapatra |
| 10 | Cyber Threats | 01-03-2025 | 5 Hours | Online | Niharika Mahapatra |
| 11 | Art Integration | 11-05-2024 | 1 Day | Offline | Niharika Mahapatra |
| 12 | Bal Vatika and Jadui Pitara | 21-06-2024 | 1 Day | Offline | Niharika Mahapatra |

| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|----------------|--------------------------------------|----------------------|--------------------------|----------------------|------------------------------|
| MR. DAVID JENA | | | | | |
| 1 | Art Integrated learning | 24-Feb | 08.00 Hrs | Offline | David Jena |
| 2 | Happy Classroom | 21-Mar | 08.00 Hrs | Offline | David Jena |
| 3 | Learning Outcomes and Pedagogy | 27-Apr | 08.00 Hrs | Offline | David Jena |
| 4 | Cyber safety and security | 22-Mar | 05.00 Hrs | Online | David Jena |
| 5 | Career Counselling | 18-Mar | 05.00 Hrs | Online | David Jena |
| 6 | Joyful Learning | 16-Jan | 08.00 Hrs | Offline | David Jena |
| 7 | Artificial intelligence in education | 24-Feb | 08.00 Hrs | Offline | David Jena |

| SL NO | TRAINING TOPIC | DATE OF THE TRAINING | DURATION OF THE TRAINING | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
|-----------------------|---|----------------------|--------------------------|----------------------|------------------------------|
| MR. SATYAKANTA MISHRA | | | | | |
| 1 | ICT for Teaching and Learning of Languages | 04-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 2 | ICT for Teaching and Learning of Science | 04-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 3 | Emerging Concerns in Cyberspace | 12-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 4 | Cyber Threats | 06-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 5 | Social Media Safety and Well-being | 06-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 6 | ICT for Teaching and Learning of Social Sciences | 04-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |
| 7 | Mental and Physical Well-being in the Era of Cyberspace | 05-03-2025 | 5 HRS. | ONLINE | SATYAKANTA MISHRA |

| LIST OF IN HOUSE TRAINING | | | | | |
|---------------------------|---|------------|---------------------|----------------------|------------------------------|
| SL NO | TOPICS | DATE | TRAINER | MODE OF THE TRAINING | NAME OF THE TEACHER ATTENDED |
| 1 | Induction programme | 7.08.2024 | Principal Sarmistha | OFFLINE | ALL |
| 2 | Bloom's Taxonomy & questionnaire & Assessment | 30.08.2024 | Panda | OFFLINE | ALL |
| 3 | Effective lesson plans & docket making | 29.01.2025 | Suman Bhunia | OFFLINE | ALL |
| 4 | AI Powered Lesson plans & hw management | 30.01.2025 | Mr. Vicky Mondal | OFFLINE | ALL |

2.6 TEACHER DEVELOPMENT PLAN**Teacher Needs Assessment & Training**

| TNA Activity | Method | Outcome |
|---|---|---|
| Questionnaire | Peer Learning | Analysis of personal obstacles or issues that may hinder the development of a teacher |
| Brainstorming | One teacher can be chosen to do the writing work while others should be encouraged to openly state their difficulties in different areas of job performances | Analysis of the problems which a teacher faces in the classroom and common problems can be jotted down and a procedure the improvement can be drawn. |
| Identify what professional skills you already have and those you need to work upon. | Identify the professional skills that are desirable for your career. Recognizing your current strengths and abilities is important so that you can clearly understand what you are lacking that might be holding you back. An appropriate training program by experts in this field will help achieve the goal. | Improved performance by the teacher. A suitable development program brings all teachers to a higher and common platform as they all get equipped with similar skills and knowledge. |

List of Training program

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc.

| Month/ Week | Activity | Learning Objectives | Proposed Schools for Collaboration |
|-----------------|--|--|--|
| July, 2025 | Science Exhibition Classes: Primary, Middle, Secondary Referring to this competition Parents can be invited to attend this exhibition. | <ul style="list-style-type: none"> • To encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research, teamwork, planning, self-sufficiency, goal setting, or technological and online literacy. • To determine the ecological or environmental impact of changes to a local habitat. | Near about 20-30 Schools |
| December, 2025 | Inter –School Kho- Kho Competition Classes: Primary, Middle, Secondary Referring to this competition, parents can be invited. | <ul style="list-style-type: none"> • Students will understand themselves– values, customs and etiquettes. • Communication skill will be improved. • They will learn discipline, team spirit, rules of the game & how to control emotions. | Near about 20-30 schools |
| January , 2025 | Inter –School Olympiad Competition Classes: Primary, Middle, Secondary Referring to this competition Parents can be invited. | <ul style="list-style-type: none"> • Students have the sense of responsibility and achievement. | Near about 20-30 Schools |
| February , 2025 | TBS ART Fest Classes: Primary, Middle, Secondary Referring to this competition Parents can be invited to attend this exhibition. | <ul style="list-style-type: none"> • Students are able to explore with their designing, layout, and sketching skills. • They are able to find out more about other cultures and communities in India. • Aesthetics and presentation skill will be improved. | Near about 20-30 Schools |

2.8 WELLNESS ACTIVITIES

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

| Month/Week/Date | Type of Activity | Objective/s | Target Group |
|------------------|--|--|--------------------------------------|
| 07 April 2025 | World Health Day “Stay Fit & Healthy” | To understand healthy mind resides in a healthy body. | Students-P.S. to IX, Staff, Parents |
| 05 June 2025 | World Environment Day | To discuss about the importance of nature and how to take care of it. | Students-P.S. to IX, Staff, Parents |
| 21 June 2025 | International Day of Yoga | To maintain fitness, strengthen cardiovascular system and manage stress. | Students-P.S. to IX, Staff, Parents |
| 13 July 2025 | First Aid Training | To ensure all staff members follow First-aid training | Staff Members |
| 21 August 2025 | BEST Club: Culmination Ceremony | To create awareness for clean air and healthy lungs | Students-P.S. to IX, Staff |
| 02 October 2025 | Swachhta Pakhwada | To ensure all follow Personal hygiene and cleaner environment | Students-P.S. to IX, Staff, Parents |
| 14 November 2025 | Children FUN FIESTA | To focus on right nutrition intake to generate positive energy while visiting any ceremony | Students-P.S. to IX , Staff, Parents |

2.9 COMMUNITY OUTREACH

Name of the community activities planned and to be performed by the students from home.

| <u>Month/ Week/ Date</u> | Activity/Project | Objective | Class |
|-------------------------------------|---|--|---------------------------|
| JUNE | <u>‘WASTE NO FOOD, REACH TO THE NEEDY’</u> | <p>To promote Social distancing and wearing safety masks, handmade masks were distributed among the construction workers, guards, sanitation workers.</p> <p>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.</p> | VII & VIII |
| | I CARE FIRSTAID KITS | Students will know about the – basic first aid kits and donated them to Guards/sanitization workers in their respective housing societies. | P.S.- IX |
| JULY | EXPRESS IT | EXPRESS IT - a webinar series will be 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. | P.S.- IX |
| | PLANTING TREES | Planting saplings and taking care of their plants diligently. | |

| | | | |
|------------------|--|--|----------|
| AUGUST | RAKHI MAKING ECO-FRIENDLY GANESHA | <p>Rakhis will be prepared and collected and will be given to soldiers and orphans.</p> <p>Eco-friendly Ganesha idols will be made by the interactors of biodegradable materials.</p> | P.S.- IX |
| SEPTEMBER | FEEDING OF HUNGRY STRAY ANIMALS & BIRDS | Interact with club members of their areas for feeding stray dogs/cows/bulls/birds etc. in their localities on a regular basis. | P.S.- IX |
| OCTOBER | DAN UTSAV | To make students aware of the fact that they are privileged and it is always nice to share the blessings with underprivileged Kids. | P.S.- IX |
| NOVEMBER | EACH ONE TEACH ONE MAKING GRANDPARENTS TECH-SAVVY ANTI-CRACKER CAMPAIGN For pollution-free Diwali | <p>Students will send the message “Education for All.” They will take the initiative in a positive way and enthusiastically will take part in increasing the literacy rate.</p> <p>Students will help their grandparents and the elderly people living in the locality by teaching them how to use their smartphones, PCs etc.</p> <p>To bring awareness ‘HARIT EVAM SWATCH DIWALI’</p> | IX & X |
| DECEMBER | FOOTWEAR DONATION DRIVE Repurpose your shoes RANDOM ACTS OF KINDNESS Small actions – a big change | <p>Footwear collection drive to instill the feeling of sharing and caring</p> <p>To inculcate the habit of doing small acts of kindness in the children.</p> | P.S.- IX |
| JANUARY | CONSERVATION OF WATER | To find out innovative methods of conservation of water. | P.S.- IX |

2.10 COORDINATION WITH STAKEHOLDERS

Interpersonal relationship with stakeholders

| Stakeholders | Methods of Communication | Ways of Involvement |
|---------------------------|--|---|
| Parents | School website, Emails, School Calendar, Broadcast groups, Phone calls personal letters and Parent-Teacher meetings, ERP, What's App | Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day and Parent-teacher meetings. A parent-teacher association has been formed. |
| Teaching Staff | What's App groups and effective communication, ERP, E-mail | Teachers are involved in all functions and events by contributing their innovative ideas and creativity and to feel a part of the school. |
| Other Staff | GBM with the Head of the institution, Emails, and What's app groups. | Other Staff members are involved in all the School functions by rendering full support and co-operation. |
| School Managing Committee | MCM is organized twice in a year. | All reports are forwarded to the SMC for perusal. |
| Board | CBSE website, email, telephonic conversations, letters. | <ul style="list-style-type: none"> To compile with CBSE circular & instructions. |
| Media | Two teachers(English,Odia) are entrusted with the duty of writing the report of the events held in school and ensuring coverage of the same in the newspaper, and on social media. | <p>A brief report of all school events is sent to one leading English and Odia newspaper.</p> <p>The same is published within a span of one week</p> |

2.11 INSTITUTIONAL GOALS

Interpersonal relationship with stakeholders

Major Concern 1: Develop students into active learners for their all round development.

| 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 the concept. To develop their learning styles and equip students with learning skills Ethics lessons | <ul style="list-style-type: none"> Feedback from teachers, parents, and students are 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 Admin Management |
| | <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"> Academic Admin Management |
| Strengthen teachers' professional development to engage students in active learning | <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"> Academic Admin Management |
| | <ul style="list-style-type: none"> Incorporate student-centered learning and teaching strategies at the subject level <ul style="list-style-type: none"> Adopting diversified teaching strategies Making use of e-learning to engage students in learning Organizing learning experiences outside the school | <ul style="list-style-type: none"> Student-centered teaching strategies are applied at the subject level Students show improvement in learning At least one learning activity outside school is organized by individual subject teachers / Subject coordinator in a year | <ul style="list-style-type: none"> Evaluation meetings | <ul style="list-style-type: none"> Whole School Year | <ul style="list-style-type: none"> Academic Admin Management |

| | | | | | |
|--|---|--|---|-------------------|---|
| Motivate students of diverse abilities | <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) | <ul style="list-style-type: none"> ▪ Subject contents, teaching materials, homework policy and assessment policy are reviewed and refined | <ul style="list-style-type: none"> ▪ Evaluation meetings | Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |
| | <ul style="list-style-type: none"> ▪ Provide academic enhancement programs to strengthen students' academic abilities - Homework Guidance Class - Afterschool Remedial Class for core subjects - Subject-based academic support | <ul style="list-style-type: none"> ▪ Students do homework ▪ 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 ▪ Student participation and achievement records | Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |

Major Concern 2: Enhance students' learning effectiveness through raising their language (Hindi ,Odia , English) proficiency

| Targets | Strategies | Success Criteria | Methods of evaluation | Time Scale | People-in-charge |
|--|---|---|--|---|---|
| Enhance students' Language proficiency | <ul style="list-style-type: none"> ▪ Strengthen the reading and writing skills of junior forms | <ul style="list-style-type: none"> ▪ Students show improvement in their reading and writing skills | <ul style="list-style-type: none"> ▪ Evaluation (Classroom) ▪ Students' performance in coursework and examinations | <ul style="list-style-type: none"> ▪ Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |
| | <ul style="list-style-type: none"> ▪ Implement cross-curricular reading activities to widen students' exposure to language | <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 (Classroom) ▪ Students' performance in reading programs and activities | <ul style="list-style-type: none"> ▪ Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management ▪ School Library |

| | | | | | |
|--|---|---|--|---|---|
| | <ul style="list-style-type: none"> ▪ Create a language text- rich environment | <ul style="list-style-type: none"> ▪ Regular displays of language-related materials are organized. | <ul style="list-style-type: none"> ▪ Evaluation (Classroom) | <ul style="list-style-type: none"> ▪ Whole School Year | <ul style="list-style-type: none"> ▪ Extra-curricular Activities and Services Groups Coordinating Team ▪ School Library |
| | <ul style="list-style-type: none"> ▪ Use English/ Hindi/ Regional language as the main language for school events | <ul style="list-style-type: none"> ▪ School events are conducted in English/ Hindi/ Regional language. | <ul style="list-style-type: none"> ▪ Evaluation | <ul style="list-style-type: none"> ▪ Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |
| | <ul style="list-style-type: none"> ▪ Encourage students to participate in activities and competitions to develop their linguistic skills | | <ul style="list-style-type: none"> ▪ Evaluation | <ul style="list-style-type: none"> ▪ Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |

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 sense of responsibility) | <ul style="list-style-type: none"> ▪ Further enhance the self-confidence and sense of responsibility among students - Organizing experiential activities 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 | Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |
| | <ul style="list-style-type: none"> ▪ Provide parent education programs to support student development ▪ Invite guests/teachers to share life stories with students on Assembly. | <ul style="list-style-type: none"> ▪ Programs are held as scheduled ▪ Information is delivered in a timely way ▪ Feedback from teachers and students is positive | <ul style="list-style-type: none"> ▪ Questionnaire ▪ Evaluation | Whole School Year | <ul style="list-style-type: none"> ▪ Academic ▪ Admin ▪ Management |

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

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

| Classes → Date/Month ↓ | Classes Visited | Findings/Feedback | Areas of Improvement | Plan of Action/ Recommendations |
|---|--------------------------|---|---|---|
| Nursery, LKG & UKG (April to August 2025) | Nursery, LKG & UKG | <ul style="list-style-type: none"> Appreciable involvement of students in Self Awareness activity. Fruitful involvement of students in hands-on Maths and language activities through integration with art Classic Rhyme recitation and enactment. Enriching sessions through the medium of interactive modules | <ul style="list-style-type: none"> Rhyme Recitation and enactment can be up scaled to creative story narration Hindi role play activity can be conducted through an integrated approach with another subject Feed back regarding completion of homework. | <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 up-coming changes and challenges 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 Hold evaluation meeting. |
| I & II (April to August 2025) | I & II | <ul style="list-style-type: none"> Appreciable involvement of students in Self Awareness activity. Fruitful involvement of students in hands-on Maths and language activities through integration with art Classic Rhyme recitation and enactment. Enriching sessions through the medium of interactive modules | <ul style="list-style-type: none"> Rhyme Recitation and enactment can be up scaled to creative story narration Hindi role play activity can be conducted through an integrated approach with another subject Feedback regarding completion of homework. | |
| III & IV (April to August 2025) | III & IV | <ul style="list-style-type: none"> Appreciable involvement of students in Self Awareness activity. Fruitful involvement of students in hands-on Maths and language activities through integration with art Classic Rhyme recitation and enactment. Enriching sessions through the medium of interactive modules | <ul style="list-style-type: none"> Rhyme Recitation and enactment can be up scaled to creative story narration Hindi role play activity can be conducted through an integrated approach with another subject Feedback regarding completion of homework. | |

| | | | | |
|--|-----------------------|--|---|---|
| V & VI (April to August 2025) | V & VI | <ul style="list-style-type: none"> • Integrated project base activity • Interesting method of teaching language and mathematics daily concepts. • Meaningful usage of Class Library for reading activities • Better conceptual understanding through e-learning. | <ul style="list-style-type: none"> • Further enhancement of teaching by using newspaper to conduct listening activity and group discussion. • Better classroom management during group poster making activity • Feedback regarding completion of homework. | <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 up-coming changes and challenges • 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 • Hold evaluation meeting. |
| VII, VIII, IX, X & XI (April to August 2025) | VII, VIII, IX, X & XI | <ul style="list-style-type: none"> • Meaningful and significant incorporation of Theatre in Education to teach literature • Complete involvement of students in learning grammar through newspaper and magazine • Enhancement of scientific skill and mathematical skills through online quizzes • Appreciable inter-disciplinary approach adopted in all the subjects. • Better conceptual understanding through e-learning. | <p>Tell a Story program can be conducted through an inter disciplinary approach with other subjects</p> <ul style="list-style-type: none"> • Vocabulary enrichment activities can be up scaled to test the language skills acquired in day to day use. • More in-depth mathematical activities to be developed to enhance calculative skills • More language development and scientific temperament enhancing activities. Feedback regarding completion of homework. | |

ANNEXURES

| Annex | Name | Attachments |
|-------|---------------------------------|---------------------------------|
| 1. | Class- wise Time table | Class- wise Time table |
| 2. | Individual Teachers' Time table | Individual Teachers' Time table |
| 3. | School Almanac | School Almanac |
| 4. | Annual Academic Calendar | Annual Academic Calendar |
| 5. | Annual Activity Plan | Annual Activity Plan |
| 6. | Annual Sports Calendar | Annual Sports Calendar |
| 7. | Students List | Students List |
| 8. | Daily Homework Schedule | Daily Homework Schedule |
| 9. | Weekly Homework Schedule | Weekly Homework Schedule |
| 10. | Subject Enrichment Activities | Subject Enrichment Activities |
| 11. | Integrated Art | Integrated Art |
| 12. | Annual Period Distribution | Annual Period Distribution |
| 13. | Teacher Training and Webinars | Teacher Training and Webinars |
| 14. | Portion for Assessments | Portion for Assessments |
| 15. | Date sheet of Assessments | Date sheet of Assessments |
| 16. | Regular Class wise Time table | Regular Class wise Time table |
| | | |

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 April every year.
- ✓ Ensure proper implementation of this plan.
- ✓ Monitor the progress at least on a monthly basis.
- ✓ Follow any training organized by Board on annual pedagogical plan.
- ✓ Maintain records of the preparation of the plan, and the progress in the implementation.
