ANNUAL PEDAGOGICAL PLAN SESSION 2020-21

ST. PAUL PUBLIC SR. SEC. SCHOOL

Annual Pedagogical Plan 2021-22

The Annual Pedagogical Plan 2021 of St. Paul Public School Salempur has been prepared along the framework provided by Ms. Anita Karwal, IAS, Chairperson, CBSE, New Delhi through CBSE circular Acad- 15/2019 dated 09 March 2019. An understanding of the CBSE vision, identifying with the St. Paul vision, a clear perspective of our own role and responsibility as well as thorough and regular study of CBSE guidelines, curriculum, manuals and circulars issued over a period of time formed the basis for this comprehensive plan which involved efforts of a large number of our staff members.

Highlights of the Pedagogical Plan

- Implicit guidelines and processes for a safe and nurturing environment with emphasis on safety, security and mental well-being of students.
- Creating a culture of thinking, empathy, social and moral responsibility through conscious efforts.
- Embedding 21st century skills in the curricular transactions, and in the co-curricular and extra-curricular activities so as to equip the learners to meet present-day needs and prepare for future challenges and requirements.
- Varied approach in the teaching-learning process, designed for maximum student engagement, thus helping learners develop age-appropriate responsibility for their own learning.
- Well-structured Lesson Plans which focus on aligning teaching strategies with measurable learning outcomes, integrate technology and provide for enhancement and enrichment.

Information about the school

1.1 Basic

- **Name of School** : St. Paul Public Sr. Sec. School
- **Address** : Teacher Colony, Salempur, Deoria
- **Phone Number** : 9415369634 , 9125409414
- **Website** : www.stpaulsalempur.in
- **Email Id** : stpaulsalmpur@gmail.com
- **Name of the Principal** : Mr. Brajesh Mani Tripathi
- **School Affiliation no**. : 2131322
- **School Code** :70309
- **Year of affiliation** : 2011
- **Validity of affiliation** : March 2022

2. Vision and mission of the School

2.1 Vision

St. Paul Public Sr. Sec. School aims at nurturing individuals with paramount values and multivalent competencies. This lofty ideal is accomplished by virtue of a dynamic curriculum that envisions not only academic excellence but a wholesome all-round development of the child, his character and personality, aesthetic refinements, effective skills and the art of living.

2.2 Mission Statement:

- To provide top-notch holistic education, with a broad, participative and balanced curriculum
- To facilitate a nurturing and safe environment that encourages lifelong learning and personal growth
- To enable students to discover their talents & capabilities and achieve their true potential, so that they may reach the highest possible standard in everything they undertake
- To encourage citizenship and responsibility and teach generosity of spirit, so that students become self-disciplined and learn to respect themselves, each other, and the world in general.

3. Consultations and discussions held for preparing the annual plan.

The responsibility for pedagogical planning in the school is undertaken by the academic head and the selected teachers under the guidance of the Principal. The Principal demonstrates pedagogical leadership by leading from the front in defining and setting standards of academic instructions, teaching strategies, learning outcomes, methodology of learning and assessment and differentiated teaching- learning. Composition of the committee for the session 2021-22: -

Head

- Principal, Mr. Brajesh Mani Tripathi.

Members

- Mr. M M Tiwari
- Mr. Bhupendra Mishra
- Mr. Sakendra Upadhyay
- Mr. Sudhir Tiwari

A Series of meetings held from February to April 2021 in order to -

a) Assess the progress of the previous year and identify the shortfalls where they may be, which would form the basis for planning for the next session.

b) To define the objectives for the new sessions in the particular area of Academics, Co scholastic and extracurricular fields. These were done not only area wise but also segment wise, therefore developing a complete matrix for areas of segment and Classes.

c) To review ongoing practices for improvement where required in teaching learning, assessment, guidance and counseling, Co-curricular support.

d) To deconstruct CBSE circulars, outlining fresh/new initiatives and to develop a plan for implementation of the same.

e) To study the curriculum and related manuals/ support material in order to determine the changes brought in and how these would impact the planning for the session

4. Goals to be achieved- annual and long term

As an outcome of **Section 3** above (Consultations and discussions held for preparing the annual plan), the following goals have been drawn up:

a) To design a comprehensive program for multiple intelligences that would be aligned to the vision of the school.

b) To strengthen the guidance and counseling program in the school, to empower children, build up their capacity for self-management, as also to guide them academically to assume more responsibility for their own learning especially in the senior Classes.

c) To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society.

d) To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like STEAM, Design Thinking.

e) To make a beginning in providing skill subjects to students from Class IX onwards.

f) Continuous and regular staff/teacher training programs to keep them updated with the current trends in education.

g) To incorporate the development of 21 Century skills into the teaching learning program and Co scholastic activities and extra-curricular pursuits.

h) To ensure that all facilities required implementing and achieving goals are made available on timely basis.

The goals, developed on the basis of our vision and mission, are designed to help the school continue in the pursuit of its excellence.

5. Culture of the school

At **St. Paul Public Sr. Sec. School**, we emphasize on creativity, letting children explore, developing thinking and analytical skills and most importantly expressing and understanding their inner self.

- Well-designed learning programme and value-based education aligned with school curriculum and vision of the organization.
- Learner-centered approach to education; conducive academic environment and progressive outlook.
- Integration of technology in education
- Scientific temper is inculcated in each child through exploration, observation and discovery.
- Active participation and consistent achievements in various sporting and skill-based competitions.
- Focus on complete personality development. Curriculum caters to Multiple Intelligences, perfectly harmonized to facilitate the child's quest for knowledge,
- Global exposure to students along with career counselling and guidance

The school provides every opportunity to help students attain their full potential to evolve as worthy

6. Pedagogical solutions

6.1 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, 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 I

SUBJECT/SKILL	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGE	Story telling sessions in an innovative manner, name of the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell and JAM sessions.	**Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:** • acquire the skills of listening, speaking, writing and thinking in an integrated manner. • associate words with pictures and name the objects seen in the pictures. • produce words with common blends like "fr,tr,bl,cl" etc.. • recite poems individually or in groups with correct pronunciation, actions and intonation. • identify characters and sequence of a story and ask relatable questions. • use capitalization appropriately. • write sentences about a given topic using verbal or visual clues, write 3-4 lines about the picture shown to them. • Read aloud with appropriate pronunciation and expressions. • use simple verbs, prepositions like "on, under" etc.
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 various techniques for one concept, drawing math problems.	**1.** recognize, forward count and compare numbers till 500. Number names till 100. **2.** use place value in writing and comparing two-digit numbers. **3.** apply single digit vertical and horizontal addition and subtraction. **4.** name the various solid shapes (2D) and create patterns of shapes and numbers. **5.** identify the hands of the clock and will be able to tell the time (o'clock and half past). Will be able to differentiate between the concept of A.M. and P.M. **6.** observe, extend and create patterns of shapes and number. **7.** identify, name and write the Days of the week and Months of the year. **8.** identify the value and denominations of currency

Science	Experiments based learning, ground discussions which are teacher initiated and activities, supporting visual aids, explanation through power point presentations, quizzes, puzzles, activities, show and tell and JAM sessions.	**1.** understand what is air, presence of air everywhere, properties, uses, air pollution, steps to control it etc. Acquire awareness about immediate surroundings. **2.** develop various skills e.g. observation, discussion, explanation, experimentation, logical reasoning etc. **3.** identify the uses of water, properties, floating and sinking, forms of water, water cycle, water pollution and water conservation. They will be able to relate with the earth's component of water. **4.** understand the chemical reaction using kitchen materials, concept of magnetism, heat and gravity. **5.** relate with the sources of light, how is sound produces, human body, plants etc. **6.** name the seasons, why do seasons change, about poles, axis, equator, hemispheres, rotation and revolution. **7.** understand what is solar system, galaxy, landforms and how to save our mother earth.

Class 2nd

SUBJECT/SKILL	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGE	Story telling sessions in an innovative manner, information about the author, depict the story with the help of flash cards which also helps for picture compositions, read aloud sessions, recitations, puzzles, stick puppets, role plays, dramatization, games, interactive activities in the notebook. Vocabulary development, sight words reading, in addition to creative writing, drawing is also inculcated in the assignment. Show and tell and JAM sessions.	**Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:** **1.** acquire the skills of listening, speaking, writing and thinking in an integrated manner. **2.** comprehend the language and develop the ability to express their thoughts orally and in writing in a meaningful way. **3.** respond to comprehension questions related to stories, orally and in writing. **4.** recite poems individually or in groups with correct pronunciation, actions and intonation. **5.** narrate a story and express his/her opinion or understanding about the story and characters in it, also understand the sequence of events in a story. **6.** use punctuations and capitalization appropriately. **7.** write sentences about a given topic using verbal or visual clues. **8.** read aloud with appropriate pronunciation and pause **9.** use simple adjectives, pronouns related to gender like "his/her", "he/she", prepositions etc.

SUBJECT/SKILL	TEACHING TECHNIQUES	LEARNING OUTCOMES
MATHS	Hands on activities, usage of visuals and images, storytelling sessions to connect situations with the real world, simple math games and interactive activities. Provide various techniques for one concept, drawing math problems	**Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:** **1.** forward count, write number names and compare numbers till 999. **2.** use place value in writing and comparing three-digit numbers. **3.** apply addition, subtraction and multiplication in daily life situations. **4.** describe the physical features of various solid shapes and identifies the types of shapes (2D or 3D) **5.** identify 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. **6.** observe, extend and create patterns of shapes and number. **7.** identify Days of the week and Months of the year. **8.** draw inference based on the data collected. **9.** identify the value and denominations of currency and perform addition and subtraction operations
SCIENCE	Experiments based learning, ground discussions, which are teacher initiated and activities, supporting visual aids, explanation through power point presentations, quizzes, puzzles, activities, show and tell and JAM sessions.	**Keeping in view the learning techniques used for teaching, by the end of the year, children would be able to:** **1.** identify different types of animals, their habitat, eating habits etc. Acquire awareness about immediate surroundings. **2.** develop various skills e.g. observation, discussion, explanation, experimentation, logical reasoning etc. **3**. to identify healthy and unhealthy food items, good and bad eating habits and relate them with their day to day experiences. **4**. identify the common body parts, internal and external organs and their functions. **5.** understand the importance, types and style of clothing, common clothing items and differentiate between casual and formal clothing, role of weather in clothing choice. **6.** identify different occupations in the home and community. Importance of community helpers for the smooth running of society. **7.** Understand about neighborhood and neighbors, what kind of houses are there in the neighborhood. Gather information about their own neighborhood and share about in the class.

7 Class 3rd to 5th

Pedagogy is the method of teaching, both as an academic subject or a theoretical concept. When it comes to teaching, the technique the teacher chooses plays a vital role. It is extremely important for the teacher to know what technique to employ and when to employ. Selecting the most appropriate technique is so crucial that it can mean the students succeeding academically or experiencing academic failure. That is why it is important for all teachers to have a toolkit full of age appropriate and research-based pedagogical techniques that involve application, analysis, investigation, justification, critical thinking skills of the students. The pedagogical techniques adopted by **St. Paul Public Sr. Sec. School** are in alignment with the guidelines of the board and are stated below in tabular form.

Class 3rd

Subject/Skill	Pedagogical Technique	Learning outcome
Languages	**Individual activities, Working in groups of two, Small group activities-** Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing very short answers based on stories and poems read. Comprehend words that apply to mathematical, and Science concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 3rd will be able to-** **1.** Read the text and recite poem with correct pronunciation, intonation and pause as required. **2.** Present stories read in form of a skit by recognizing the different characters and speaking their dialogues with expressions. **3.** Comprehend the main idea of the message printed on posters, pamphlets, headlines printed in the newspapers. **4.** Comprehend the text read by stating the main idea, details and sequence of incidents and draw meaningful conclusions. **5.** Spell and write the words using their phonetic knowledge, short sentences and answers correctly following the rules of capitalization with correct use of simple punctuation marks like full stop, comma, exclamation and question mark. **6.** Present their thoughts on general topics or things related to their immediate surroundings in the JAM and show and tell sessions. **7.** Comprehend and follow the simple instructions given. **8.** Modify and explain a different climax of the stories read with guidance from the teacher. **9.** Relate to words like altogether, in addition, reduce, remaining, left over, remove, raining, constructing, building in other subjects like Math's and Science. **10.** Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. **11.** Apply the grammar concepts correctly to frame simple, sentences and answers. **12.** Produce sketch, diagrams, illustrations, cartoons to express their ideas through art as a medium. **13.** Construct meaningful questions for the peer group to answer. **14.** Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story.

Subject/Skill	Pedagogical Technique	Learning outcome
MATHS	**Individual activities, working in groups of two, Small group activities-** Counting by grouping method Counting 1 to 1000 in order. Arranging three-digit numbers in order. Representing multiplication facts by drawing objects, Skip counting, repeated addition. Division through the concept of equal distribution and sharing. Recognizing and differentiating between 2D and 3D figures, Create 2D shapes and describe their features. Role play to show addition and subtraction facts, Measure length and capacities of objects using ruler, buckets etc. Using vocabulary learnt through Math concepts in English and Science like quarter to, half past, fractional terms. Reading clock. Reading calendar. Observing patterns, recording data, Interpreting pictographs.	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 3rd will be able to-** **1.** Count objects by making groups of tens and hundreds through the grouping method. **2.** Write counting from 1 to 1000 correctly. **3.** Apply the concept of place value to arrange three-digit numbers in ascending and descending order. **4.** Solve addition and subtraction facts up to three-digit numbers both in writing and mentally. **5.** Apply the concept of skip counting and repeated addition to construct tables in daily life situations. **6.** Conclude that division is distribution of object or a number in equal parts. **7.** Draw/cut/produce 2D shapes using pencil and paper/cutting paper/cardboard etc. **8.** Describe 2D shapes by analysing the number of sides, corners and diagonals in a shape. **9.** Measure or predict an estimate of length or distance in centimetres and meters and understand the relationship between them. **10.** Compare the capacity of different containers using non standardised units. **11.** Confirm a particular day and date by reading a calendar. **12.** Read time on the clock using the correct vocabulary like quarter past, quarter to, half past, O clock etc. **13.** Recognize pattern in numbers or shapes to complete the series. **14.** Gather data, record it in tabular form and represent it on pictographs and interpret it to explain using meaningful words.

Subject/Skill	Pedagogical Technique	Learning outcome

SCIENCE	**Individual activities, Working in groups of two, Small group activities-** Observations Exploration Questioning technique. Quiz Research work Group Discussions Field trips Visits with family. Experience sharing sessions. Finding similarities and differences. Collecting objects. Analyzing situations and suggesting possible results or. Poster making Collage making Waste segregation Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards.	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 3rd will be able to-** **1.** Identify various parts of a plant/tree and state their function. **2.** Observe the difference between the same parts of different plants in terms of colour, texture, thickness, size etc. **3.** Observe the food items in their kitchen, vessels, stoves, fuels and cooking process. **4.** Segregating waste as bio degradable and non-biodegradable. **5.** Describe the need of food for people of different age groups, animals and birds, sources of food and water and use of water at home and other surrounding places in the neighbourhood. **6.** Segregate objects, birds, animals, activities and other things on the basis of differences and similarities using different senses. **7.** Explain how the cost of food items is determined depending on the number of middlemen involved between the farmer and the consumer. **8.** Explain the movement, eating habits, habitats, sounds and other factors related to different animals. **9.** Identify relationship with immediate and extended family. **10.** Describe the different roles each family member plays, traditions/practices followed at home, importance of living together as a family. **11.** Analyse the importance of different professions that people take up. **12.** Differentiate between the houses that were constructed in the past and the ones that are constructed now. **13.** State different ways of transportation and communication and analyse how the ways have changed over the years. **14.** Identify places like schools, hospitals, malls, parks, medical shops etc. in the neighbourhood. **15.** Exhibits behavior that shows sensitivity towards saving plants, animals, taking care of the elders, differently abled people in our surroundings. **16.** Create posters, collages on environment related issues or needs

		like banning the use of plastic, planting trees, keeping the city clean, minimising the noise, water and air pollution, making optimum use of natural resources. **17.** Participate actively in awareness drives. **18.** Create usable things using waste materials. **19.** Analyse different situations critically and suggest different ways to solve problems and issues that concerns the environment. **20.** Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers. **21.** Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.

Class - 4th

Subject/Skill	Pedagogical Technique	Learning outcome
Languages	**Individual activities, Working in groups of two,** **Small group activities-** Poem recitations, Loud reading sessions, Role plays, Dramatizations,	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class IV will be able to-** 1. Read the text and recite poem with correct pronunciation, intonation and pause as required. 2. Present short portions of the stories read, in form of small skits or drama by recognizing the different characters and speaking their dialogues with expressions, voice modulation. 3. Comprehend the text read by stating the main idea, details, sequence of incidents, talk about the main characters of the story, draw meaningful conclusions and values from the story or poem read. Relate the learnings to themselves. 4. Comprehend the message printed on posters, pamphlets, headlines printed in the newspapers, subtitles on news channels demonstrate their understanding in words. 5. 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 correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation. 6. 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. 7. Present their thoughts on general topics in the JAM and show and tell sessions. 8. Share their experiences on day to day activities, general topics in a structured and sequential manner. 9. Apply the newly learnt vocabulary from lessons and the 'Password of the day' technique, in their daily conversation. 10. Comprehend the meaning of new vocabulary when read in a sentence by understanding the context of the text. 11. Apply the grammar concepts correctly to frame sentences and answers using the correct tenses. 12. Comprehend and follow the simple but multiple instructions given. 13. Solve cross words with minor help from the teacher.

		14. Produce sketch by paying attention to the details of the sketch to make them look more presentable, diagrams with proper markings, labelling, illustrations, and cartoons to express their ideas through art as a medium. 15. Construct meaningful and situation-based questions that involve skills of application, analysis, and comparison for the peer group to answer. 16. Explain their thoughts, opinion, and understanding about the story orally and talk about the characters in the story highlighting their major character traits. 17. Modify and explain a different climax of the stories read with little guidance from the teacher.

Subject/Skill	**Pedagogical Technique**	**Learning outcome**
Maths	**Individual activities, Working in groups of two, Small group activities-** Formulation of multiplication facts through skip counting and extended tables, multiplying numbers in expanded form, Mental Calculations Mental Math exercises, Division through grouping method, formulating questions based on mathematical facts, solving mathematical problems in groups, Correlating fractional numbers to real life, Representing fractions through paper folding and shading a part of a whole, using compass and scale to draw circles of different length of radius, Conversion of rupees into paisa and vice versa, Making bills, Making estimates and verifying by measuring, using weigh scales,	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 4th will be able to-** **1.** Multiply 2 and 3-digit numbers in daily life situations with ease. **2.** Divide a number using different methods like pictorial, repeated subtraction, grouping, deriving a relationship between multiplication and division. **3.** Apply the operation of multiplication and subtraction in daily life situations. **4.** identify half, one-fourth, three-fourth of a whole by paper folding. **5.** Represent a fraction as half, one fourth and three- fourth by using numerals. **6.** Show the equivalence of a fraction with other fractions. **7.** Identify the center, radius and diameter of the circle. **8.** Recognize shapes that can be used for tiling **9.** Create cubes and cuboids using the given nets. **10.** Represent the concept of symmetry through paper folding/ paper cutting, etc. by reflection **11.** Create top view, front view and side view of objects of daily use. **12.** Calculate the perimeter of 2D shapes. **13.** Convert meters into centimeters and centimeters into meters. **14.** Give answers to questions related to daily life situations like finding length, distance, weight, volume and time involving four

	exploring calendar using Higher Order Thinking skills, Collecting, organizing and studying data, Reading and interpreting bar graphs	basic arithmetic operations. **15.** Read time on clock in hour and minutes and write the time using the terms a.m. and p.m. **16.** Read and relate to 24-hour clock with respect to 12-hour clock. **17.** Calculate time intervals and duration of familiar daily life events like lunch break, duration of periods, play time, sleeping time etc. **18.** Identify the pattern in multiplication and division up to multiples of 9 **19.** Observe, identify and extend geometrical patterns based on symmetry **20.** Represent the collected information in form of tables, bar graphs and draw inferences or conclusion from them.

Subject/Skill	**Pedagogical Technique**	**Learning outcome**
Science	**Individual activities, Working in groups of two, Small group activities-** Observations, Exploration, Questioning technique, Quiz, Research work, Group Discussions, Field trips, Visits with family, Experience sharing sessions, Finding similarities and differences, Collecting objects, Analyzing situations and suggesting possible results or solutions, Poster making, Collage making, Waste segregation, Utilization of waste, Awareness drives and activities, Questions and discussions based on critical thinking, Reading posters, pamphlets, signboards	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 4th will be able to-** **1.** Identify parts of various plants and explain their functions in detail and differentiate between them on the basis of shape, colour, aroma, place where they grow, fruits in immediate surroundings. **2.** Identify different features of animals like beak, teeth, claws, ears, hair, nests/shelters, etc. of birds and animals. **3.** Identify relationship with and among family members in extended family **4.** Explain the behavior of animals and the shelters they take or build like ants, bees, elephants, birds **5.** Describe the different types work that people take up as their occupation to earn their living that require special skills like farming, construction, art and craft, etc. **6.** Discuss the role of training in institutions that prepares a person to take up a job **7.** Explain the process of producing and procuring items of daily need like crops from field to market and then to home, water from local source and different ways of its purification at city level and at home. **8.** Discuss how the change in technology has affected or changed various things of daily use like transport, currency, houses, materials used to build houses, tools, skills and ways of farming, construction, etc. **9.** Group the animals, birds, plants, objects, waste material on the basis of observable features like appearance ears, hair, beaks, teeth, texture of skin, surface, instincts domestic and wild animals, fruits,

		vegetable, pulses and spices, their shelf life, uses like edibility, medicinal, decoration, any other, reusability, traits smell-taste, likes, etc. **10.** Guess the properties, conditions of phenomena, estimate quantities in terms of distance, weight, time, duration in standard and local units like kilograms and verify using simple tools. **11.** Establish relation between cause and effect of various processes like evaporation, condensation; dissolution, absorption etc. **12.** Record observations, experiences, related to events, objects, activities, phenomena, places visited like fair, festivals, historical place, field trip, shopping centers in different ways. **13.** Identify signs, locations, places and guides for the directions by noticing the landmarks, signboards in neighbourhood or any public place using maps. **14.** Use the information on signboards, posters, currency, railway ticket, time table. **15.** Give opinion on issues observed or experienced in family, school, and neighbourhood. **16.** Make appropriate choices and decision by examining the situations critically. **17.** Solve problems, suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings like plants, animals, and the elderly, differently abled people, resources like food, water, and public property. **18.** Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources. **19.** Participate actively in awareness drives. **20.** Create usable things using waste materials. **21.** Analyze different situations critically and suggest different ways to solve problems and issues that concerns the environment. **22.** Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers. **23.** Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc.

Class 5th

Subject/Skill	Pedagogical Technique	Learning outcome
Language	**Individual activities, Working in groups of two, Small group activities-** Poem recitations, Loud reading sessions, Role plays, Dramatizations, Posters/Pamphlets reading, Reading newspaper headlines, Just a Minute Rounds, Show and Tell sessions, Turn-a Coat sessions, Changing the climax of a story sessions, Dictations of words and short paragraphs, Spell bee, Writing short answers based on stories and poems read independently. Cross words Comprehend words that apply to mathematical, and Science concepts. Cross-questioning technique, Expression sessions Password technique Games/Smart Modules/ Exercises on correct use of nouns, articles, pronouns, adjectives, prepositions, conjunctions in speech	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class V will be able to-** **1.** Read the text and recite poem with correct pronunciation, intonation and pause, expressions and actions/gestures/ body language as required. **2.** Present the stories read, in form of full-fledged skits or dramas by taking up the different characters and speaking their dialogues with expressions, voice modulation using their body language. **3.** 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 behavior and attitude. **4.** Comprehend and explain the message printed on posters, pamphlets, articles printed in the newspapers, magazines, news flashing on news channels, demonstrate their understanding and express their thought on the topic. **5.** Attempt to spell difficult words by understanding the structure of the word, compose age detailed sentences using adjectives to add details and answer long questions correctly following the rules of capitalization with correct use of punctuation marks like comma, full stop, question mark, apostrophe, quotation marks, semi colon and exclamation. **6.** Present their thoughts on age appropriate research based or facts-based topics in the JAM sessions. **7.** Answer in written or oral form to long questions based on day-to-day experiences, stories, poem heard or read. **8.** Comprehend and follow the age appropriate multiple and complex instructions given. **9.** Read, comprehend and explain news and magazine articles in their own words using the key words in correct context. **10.** Frame meaningful and explanatory questions to interview people belonging to different fields like doctors, teachers,

		managers etc. **11.** Differentiate between homophones and select the correct word in writing. **12.** Selects appropriate synonyms and antonyms in writing. **13.** Explain the central idea of a story, paragraph, and article both verbally and in written form within the time limit or word limit using key words without compromising on the content. **14.** Connect ideas gathered from reading, listening, viewing things that are inter-related. **15.** Refer to a dictionary as and when needed. **16.** Attempt to write stories, poems, posters, etc. **17.** Express their thoughts on topics like peace, equality etc. suggesting personal views in a polite manner. **18.** Search the internet to find the back ground, famous works of different writers, poets etc.

Subject/Skill	**Pedagogical Technique**	**Learning outcome**
Maths	**Individual activities, Working in groups of two, Small group activities-** Counting and representing numbers beyond 1000, Addition and subtraction of large numbers, Division through equal distribution and inverse process of multiplication, Estimate the results of number operation through approximation followed by verification, Developing multiples of a number through its multiplication facts, Skip counting on a number line and number grid, Develop the concept of factors through division of numbers and multiples, Develop fractions from real life situations, Compare fractions Develop the idea of equivalence fractions, Observe angles in their surroundings, compare and measure them,	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class V will be able to-** **1.** Read and write numbers bigger than 1000 using the place value system. **2.** Perform addition, subtraction, multiplication and division of numbers beyond 1000 by using the concept of place value of numbers. **3.** Divide a number by another number using various relatable methods like equal distribution and inverse multiplication process. **4.** Predict estimates of sum, difference, product, quotient of numbers and verify the same using different strategies like using standard algorithms or breaking a number and then using operation. **5.** Develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid **6.** Use situations from daily life in activities to develop understanding about fractional part of the group. **7.** Compare fractions through different ways like paper folding, shading of diagram, cutting paper. **8.** Develop the idea of equivalent fractions through paper folding and shading. **9.** Identify and form equivalent fractions of a given fraction.

	Using a protractor, Noticing symmetry, Explore shapes, Make a shopping list to estimate expenditure, Conduct role play as shopkeepers and customers, Measure length of different objects, Recognise the need of converting bigger units into smaller units, Measure volume by counting the number of cubes that can fill a given space, Explore patterns in numbers while doing various operations, Collect information and display it in a pictorial form. Interpretation of various diagrams, bar charts.	**10.** Convert fractions into decimals. **11.** Convert decimals into fractions **12.** Observe angles in their surroundings and compare them, then classify them. **13.** Confirm angles as right angles, acute angles, obtuse angles and represent the same by drawing them in the notebook. **14.** Use protractor as a tool for measuring angles and use it to measure and draw angles as instructed by the teacher. **15.** Identify 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes. **16.** Make cube, cylinder and cone using nets designed for this purpose **17.** Relate commonly used larger and smaller units of length, weight and volume. **18.** Convert larger units to smaller units and vice versa. **19.** Estimate the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug. **20.** Apply addition, subtraction, multiplication and division in solving problems involving money, length, mass, capacity and time intervals. **21.** Identify the pattern in triangular number and square number. **22.** Collect data related to daily life situations, represents it in tabular form, bar graphs and interpret it

Subject/Skill	Pedagogical Technique	Learning outcome
Science	**Individual activities, working in groups of two, Small group activities-** Observations Exploration Questioning technique. Quiz Research work Group Discussions Field trips Visits with family. Experience sharing sessions. Finding similarities and differences. Collecting objects. Analyzing situations and suggesting possible results or solutions. Poster making Collage making Waste segregation Utilization of waste Awareness drives and activities. Questions and discussions based on critical thinking. Reading posters, pamphlets, signboards	**Through these pedagogical techniques, by the end of the academic year 2021-22, the majority of students of class 5th will be able to-** **1.** Describe the interdependence among animals, plants and humans. **2.** Establish linkage among terrain, climate, resources food, water, shelter, livelihood and cultural life **3.** Explain the use of technology and the process of accessing basic needs food, water etc. in our daily life. **4.** Explain the role and functions of different institutions in daily life like bank, panchayat, cooperatives, police station, etc. **5.** Group objects, materials, activities for features and properties such as shape, taste, colour, texture, sound, traits etc. **6.** Evaluate the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. **7.** Identify different historical monuments and describe the facts and significant features related to them **8.** Locate important historical sites on city maps. **9.** Appreciate the sacrifice of freedom fighters by explaining the struggle they went through to gain freedom. **10.** Evaluate the changes in cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working **11.** Observe and explain the properties like floating, sinking, mixing, evaporation, germination, spoilage, breathing, taste, conditions of phenomena, estimate quantities distance, area, volume, weight etc. and time in simple standard units and verify using simple tools. **12.** Record observations and experiences, information in an organized manner like in tables, sketches, and predict patterns in activities and phenomena e.g., floating, sinking, mixing, evaporation, germination, spoilage to establish relation between cause and effect. **13.** Recognize that Earth is a unique celestial body due to existence of life. **14.** Demonstrate the causing of day and night, seasons **15.** Locate continents and oceans on the world map **16.** Identify latitudes and longitudes like poles, equator, tropics, states, union territories of India and other neighboring countries on globe and the world map **17.** locate physical features of India such as

		mountains, plateaus, plains, rivers, deserts **18.** Identify signs, directions, location of different landmarks in a locality, place visited on maps and predict directions in context of position at different places for a location. **19.** Create posters, diagrams models, local dishes, sketches, maps of neighbourhood, different places visited using a variety of material and write poems, slogans etc. **20.** Voice opinions on issues observed or experienced and relates practices and happenings to larger issues of society like hygiene, health, managing waste, disaster emergency situations and protecting and saving resources. **21.** Show sensitivity for the deprived segments of the society, suggest ways to help them and contribute in different ways towards their development. **22.** Create posters, collages on environment related issues or needs like banning the use of plastic, planting trees, keeping the city clean, minimizing the noise, water and air pollution, making optimum use of natural resources. **23.** Participate actively in awareness drives. **24.** Create usable things using waste materials. **25**.Analyse different situations critically and suggest different ways to solve problems and issues that concerns the environment. **26**. Investigate to find out more facts about the topics through research work and exploring internet as guided by the teachers. **27**. Share their experiences from visits/field trips with family or school to places like big bazars, malls, water purification plant etc

Classes VI TO VIII

Class 6th

Subject/Skill	Pedagogical Technique	Learning outcome
Languages	**The learner will be given the opportunities groups/individual and pair work:** • Developing Language Across the Curriculum • Building familiarity with the language • Teaching through conversations, instructions and listening to the poems, talks, movies and serials. • Reading aloud/decoding • Scanning a text • Reading for given information • Reading for inferences /Extended reading • Summarize orally the stories, poems and written text • Find out the sequences of events, through main idea, summary through group discussion Interpretation of the data and analyze writing the short paragraphs	**Using the Pedagogical solutions, the students will be able listening, speaking, reading, writing and thinking in an intemanner.** • To develop interpersonal communication skills. • Attain basic proficiency like, developing ability to express one's thoughts orally and in writing in a meaningful way in English language. • Interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing. • Develop reference skills both printed and electronic mode. • Read the varieties of text identify the main idea, character, and summarize the context. • Respond to the familiar and unfamiliar text verbally and in writing also • Drafts the notices, brochures, newspapers, charts, letters and pamphlets using correct vocabulary • Respond to the instructions using correct intonation and clarity • Participate in role plays, enactments, debates and declamations • Recite poems, riddles independently orally

Subject/Skill	Pedagogical Technique	Learning outcome
Science	**The learner will be given the opportunities in groups/individual and pair work in an inclusive setup:** • Explore surroundings, natural processes, phenomena using senses by seeing, touching, tasting, smelling, hearing. • Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT. • Record the observations during the activity, experiments, surveys, field trips. • analyze the recorded data,	**Using the Pedagogical solutions, the students will be able to:** • Relate all the key concepts to the real-life situations. • Identifies materials and organisms, such as, plant fibers, flowers, on the basis of observable features, such as appearance, texture, function, aroma and medicinal values and usage in daily life. • Classify living and nonliving, habitat, biotic and abiotic, different habitat and adaptations. Will be able to explain the different habitats using skit or drama form as (jungle safari). • Identifies the Morphological structure and function of root, stem and leaves. Structure of flowers, differences using the lab observations. Structure and functional of the animal body Human skeleton

	interpret results and draw inference/ generalize' and share findings with peers and adults. • Internalize, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources as well sensitize	system some other animals (fish, bird, cockroach). • Differentiate between Soluble and insoluble and saturated and unsaturated solutions. Explain the processes and phenomena of electricity and magnetism. Type of solutions. • Conduct the simple investigation about how shadows are formed and principle of light. How images and shadows are formed. They will be able to sensitize the importance of water and the natural resources in the form of play or drama for the local public. • Understand how to work in a group with collaboration

Subject/Skill	Pedagogical Technique	Learning outcome
MATHS	**The learner will be given the opportunities in groups/individual and pair work in an inclusive setup:** • Develop a connection between daily life and mathematical thinking. • Move from concrete ideas of numbers to number sense • Make relationships between numbers and looks for patterns in relationship and applies concept related to variables, expressions, equations, identities, etc. • Collect, represent (graphically and in tables) and interpret data/information from her/his life experiences. • Compare numbers through situations like cost of two things n money transactions. • Classify numbers on the basis of their properties like prime, composite. Observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11. Make number patterns through which HCF and LCM • Discuss and solves word problems that use ratios and unitary method. • Explore various shapes through concrete models and pictures of different geometrical shapes like triangles and rectangles and lab activity making hands on. • Identify various geometrical figures and observe their characteristics in and outside the classroom environment either	**Using the Pedagogical solutions, the students will be able to:** Able to relate all the key concepts to the real-life situations. • Solving problems using large number system with operations (addition, subtraction, multiplication , division) • Recognize the pattern and classify into various categories of number system • Use of fractions, decimals and data collections to solve real life problems. • Compare the quantities related to real life by apply the formula of ratio and proportion • Apply mathematical operation in real life situation to solve and relate the problems method of HCF, LCM and negative integers. Explore daily life situations to involve the use of HCF and LCM Creating the use of negative numbers in daily life • Compute the numbers mentally using the divisibility test without doing the actual calculations. • Calculating the numbers with different operations to generalize a given situation. • Compares quantities using ratios in different situations. e.g., the ratio of men to women in particular state, the ratio of mangoes to apples. rent shapes with the help of available materials like sticks, g

	individually or in groups. • Explore the concept of angles through some examples like opening the window, opening the pencil box. Students can be asked to give more such examples from the surroundings	• Observing various shapes (2D and 3D) like faces edges and vertices, cube, cuboid of same kind to relate them to the geometrical figures taught in class. • Identify the 2D and 3D objects and classify into various types of quadrilaterals. • Using it to compute the perimeter and area of the given figures (2D and 3D) • Computing the cost of painting the wall and tiling the floor

Subject/Skill	**Pedagogical Technique**	**Learning Outcomes**
Social Studies	**The learner will be given the opportunities in groups/individual and pair work in an inclusive setup:** Develop a connection between daily life and critical thinking. • Use diagrams, models and audio-visual materials to understand motions of the earth. Observe stars, planets, satellite (Moon), eclipse • To understand astronomical phenomena. Use globe for understanding latitudes and longitudes use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighboring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers. • Discuss superstitions linked to eclipses. Use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India. • Participate in a discussion on the concepts of diversity, discrimination, government, and livelihood. Observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. study from the text and direct observation of functioning of a Gram Panchayat or	**Using the Pedagogical solutions, the students will be able to:** Able to relate all the key concepts to the real-life situations. • Differentiate between stars, planets and satellites e.g. Sun, Earth and Moon. Recognizes that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere. Demonstrates day & night and seasons. Locates directions on the flat surface and continents & oceans on the world map. Identifies latitudes and longitudes, e.g., poles, equator, tropics, • States/UTs of India and other neighboring countries on globe and the world map, locates physical features of India such as mountains, plateaus, plains, rivers, desert. on the map of India. Draws neighborhood map showing scale, direction, and features with the help of conventional symbols. • Examines critically the superstitions related to eclipses. • Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. Locates important historical sites, places on an outline map of India. • Recognizes distinctive features of early human cultures and explains their growth. • Lists out significant contributions of important kingdoms.

	a municipality/corporation (according to the place a student lives). Understand the role of governance in society, and the difference between affairs of a family and those of a village/city. describe case studies of nearby localities/villages in respect of occupation.	• Describes issues, events, personalities mentioned in literary works of the time. Describes the implications of India's contacts with regions outside. India in the fields of religion, art, architecture, etc. Outlines India's significant contributions in culture and science. • Recognizes various forms of discrimination and understands the nature and sources of discrimination. Differentiates between equality and inequality in various forms to treat them in a healthy way. Describes the role of government, especially at the local level. • Explaining the various levels of the government – local, state and union.

Class 7th

Subject/Skill	Pedagogical Technique	Learning Outcomes
Language	**The learner will be given the opportunities in groups/individual and pair work:** • Listening to songs /poetry/news talks prose ext. of English literature. • Participate in class assembly, school assembly, interschool and intra school competitions. • Watch and listen to the English movies and songs, documentaries, radio talks, shows, discussion and debates. • Share their experiences of journeys, trips, excursions and visits in groups or individually. • Summarize and explain the written text orally r in written form unseen or seen passages. (Text from any source) • Skimming, scanning and reading of the given text. • Learning the vocabulary of the related to the text from various sources and corelate to the other text. • Using of grammar through variety of situations (nouns, verbs, adjectives, pronouns, gerunds)	**Using the Pedagogical solutions, the students will be able to:** listening, speaking, reading, writing and thinking in a manner • 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. • 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. • 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 able to use the read vocabulary in their daily use of language. • Ask and respond to the text read and be able to write in their own language in the

	• Think critically on inputs based on reading and interaction and try to provide suggestion/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, poem dialogues and scripts writing. • written text, analyze the characters of the stories written by various author or writers	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 form 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. • Write their own stories, descriptive paragraphs, reports, dairy entry

Subject/Skill	Pedagogical Technique	Learning Outcomes
Science	**The learner will be given the opportunities in groups/individual and pair work in an inclusive setup:** • Explore surroundings, natural processes, phenomena using senses by seeing, touching, tasting, smelling, hearing. • Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT. • Record the observations during the activity, experiments, surveys, field trips. • Analyze the recorded data, interpret results and draw inference/ generalize and share findings with peers and adults. • Internalize, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources as well sensitize.	**Using the Pedagogical solutions, the students will be able to:** Relate all the key concepts to the real-life situations. • Differentiate between autotrophs and heterotrophs, types of fibers, acid bases and salts mode of reproductions, conduction, convention and radiation • Classify natural and synthetic fibers, types of chemical reactions, types of soils, types of reproductions, types of motions by discussing, using ICT skills and find answers after the explanation of the content by the teachers. • Identify types of soil types of motions types of chemical reactions doing hand on experiments in the lab and making the observation of the same. Able to explain the process of convection and conduction • Analyze the date on different speed and motion of objects different images formed by lenses and mirrors, magnetic effect of current by doing some finding from daily life experiences or data collected from Internet.

		• Conduct simple investigation on finding acids bases and salts, working of electromagnets, slow and fast motions, and transportation of material in animals by doing research work. • Plot and interpret distance time graphs • Draw labelled diagrams of digestive system, respiratory system • Sensitize about the use of water, rain water harvesting uses of forests conservation of forests by small enactments, short skit, play dramatization. • Appreciate different scientific inventions.

Subject/Skill	Pedagogical Technique	Learning Outcomes
Math's	**The learner will be given the opportunities In groups/individual and pair work in an inclusive setup: Develop a connection between daily life and mathematical thinking.** • Provide contexts for finding the rules of multiplication and division of integers. This can be done through number line or number patterns. • Explore the multiplication/ division of fractions/decimals through pictures/Lab activities /daily life examples • Explore the possible combination of variable and constant using algebraic expression • Evolve the concept of ratio and Proportion to be used in the real life • Calculate the linear equations in one variable • Visualize the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non-parallel), angles of triangle and relationship among its sides through diagrams • Explore the properties of triangles and establish the relationship between the complimentary and supplementary angles. • Demonstrate the construction of a line parallel to the given line from a point outside it through students' active participation using correct measurements. • Find out the use of percentage in their real life and it importance by problem solving • Evaluate the speed and plot distance time graphs • Collection of data from the real-life data available. Draw inferences for future events from the existing data**.**	**Using the Pedagogical solutions, the students will be able to:** • Able to relate all the key concepts to the real-life situations • Promoting the reasoning and th9inking skill by doing activity-based tasks. • Use the algorithm to calculate the addition of fractions and decimals • Plotting the same using number line the values of fractions and decimals. • Solving the problems related to real life situation using Rational numbers. • Calculating the algebraic expression using the operations of integers and using variable and constants. • Distinguish the quantities in ratios and proportion by applying in the real problem-solving situations. • Distinguish the use of ratio and proportion in daily life situations. • Compute the values for finding ages using linear equations. • Classify the pair of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given. • Verify the properties of triangles using various figures. • Finds unknown angle of a triangle when its two angles are known. Explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS) • Using the protractor, scale constructs the various figures with accurate measurements. • Calculates areas of the regions enclosed in a rectangle and a square. • Compute the percentage of population

		using the formulas with accuracy. • Plotting of distance time graphs using the real-life date available. • Finding and computing a representative value of data i.e. mean, mode or median of ungrouped data. Encouraging them to arrange it in a tabular form and representing it by bar graphs. • Evaluating the various values for the given data to draw the clear inferences.

Subject/Skill	Pedagogical Technique	Learning Outcomes
Social Studies	**The learner will be given the opportunities In groups/individual and pair work in an inclusive setup:** • Develop a connection between daily life and critical thinking. • Movements of water in the ocean, etc. Involve with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc. using meaningful explanations and appropriate resources. • Discuss and share their observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. • Read globe and maps for identifying historical places/kingdoms, climatic regions, and other resources. use diagrams/ models/visuals/audio-visual materials for understanding interior of the earth, formation of different types of landforms • Collect samples and identify different types of rocks from the vicinity, surrounding. • Participate in mock drill for earthquakes or other disasters. • Discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc. • Discuss similarities and differences in the life of people in different natural regions of the world. • Participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising. Prepare posters with drawings and pictures on the significance of the Constitution,	**Using the Pedagogical solutions, the students will be able to:** Able to relate all the key concepts to the real-life situations. • Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram. Locates distribution and extent of different climatic regions on the world map or globe. Explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts. Describes formation of landforms due to various factors/events. • Evaluating composition and structure of the atmosphere. Describes different components of the environment and the interrelationship between them. Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it. • Reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc. Reflects on the factors leading to disasters and calamities. • Draws interrelationship between climatic regions and life of people living in different climatic regions. • Analyses factors that impact development of specific regions. Provides examples of sources used to study various periods in history. Relates key historical developments during medieval period occurring in one place with another. • Explains the significance of equality in democracy. Differentiate between political equality, economic equality, and social equality. • Explains the functioning of media with appropriate examples from

	Preamble, right to equality and struggles for equality.	newspapers. Creates an advertisement. • Differentiates between different kinds of markets, traces how goods travel through various market places. • Organizing awareness drives in one's own locality about sanitation, public health and road safety. Visit any office under the state government (e.g. electricity bill office) in one's own locality to observe its functioning and prepare a brief report. • Undertaking case studies and projects about local markets and shopping complexes through field visits. • Doing projects about types of advertisements and create advertisements about the need to save water and energy.

Class VIII

Subject/Skill	Pedagogical Technique	Learning Outcomes
Language	**The learner will be given the opportunities In groups/individual and pair work:** • Listening to songs /poetry/news talks prose text of English literature. • Participate in class assembly, school assembly, interschool and intra school competitions. • Watch and listen to the English movies and songs, documentaries, radio talks, shows, discussion and debates. • Share their experiences of journeys, trips, excursions and visits in groups or individually. orally or in written form unseen or seen passages. (*Text from any source*) • Skimming, scanning and reading of the given text. • Learning the vocabulary of the related to the text from various sources and co relate to the other text. • Using of grammar through variety of situations (nouns, verbs, adjectives, pronouns, gerunds) participate in grammar games and kinesthetic activities for language learning • Think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. Think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues. • Know the features of various types of writing: messages, emails, notice, letter,	**Using the Pedagogical solutions, the students will be able to:** • 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. • 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 correct grammar and vocabulary. • Evaluate the written text, able to comprehend the text as well as able to use the read vocabulary in their daily use of language. • 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 form of written text using correct vocabulary as well as the appropriate language and sentence structure. • Independent writing skill will be

	report, short personal/ biographical experiences. • Create their own stories, dramas, skits, reports, poems, dialogues and scripts writing. • Appreciate the written text, analyse the characters of the stories written by various authors or writers.	developed with the required amount of known vocabulary and language. • Prepares a write up after seeking information in print / online, notice board, newspaper, etc. Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active and passive voice, reported speech). • Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity. Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. • Writing of dialogues from a story and story from dialogues. • Write their own stories, descriptive paragraphs, reports, dairy entry. • Writes a Book Review. Creating their own book of short stories or poems. Writing for school magazines.

Subject/Skill	**Pedagogical Technique**	**Learning Outcomes**
Science	**The learner will be given the opportunities In groups/individual and pair work in an inclusive setup:** • Explore surroundings, natural processes, phenomena using senses by seeing, touching, tasting, smelling, hearing. • Finding questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT. • Record the observations during the activity, experiments, surveys, field trips. • Analyse the recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults. • Internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources as well sensitise.	**Using the Pedagogical solutions the students will be able to:** • Able to relate all the key concepts to the real-life situations. • Differentiate materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, sexual and asexual reproduction physical and chemical properties of metals on the basis of their properties, structure and functions. • Classify the types of microorganisms, synthetic fibres metals and non-metals, exhaustible and inexhaustible resources, types of forces audible and inaudible sounds using ICT skills role-plays and group discussions. • Conduct simple experiments on reactions of metals and non-metals. Conditions required for combustion, factors affecting friction electric current and conductivity. Record the observations made on law of reflection and types of reflections and will evaluate the different forces applied on the various objects and friction is related to the

		various movements. • Analyse of different sound effects, chemical effect of current, Images formed by different mirrors and lenses. Defects of visions. • Write the different chemical equations for the reactions of metals and non-metals with their ores. • Prepare and observe the slides of different microorganisms. • Construction of different ray diagrams as when lenses positioned at different places. • Doing the role play, drama, skit they will be able to sensitise the judicious use of the natural resources.

Subject/Skill	Pedagogical Technique	Learning Outcomes
Math's	**The learner will be given the opportunities in groups/individual and pair work in an inclusive setup:** • Develop a connection between daily life and mathematical thinking. • Explore examples of rational numbers with all the operations and explore patterns in these operations. • Explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer. Explore situations that lead to simple equations and encourage them to solve using suitable processes. • Experiences of multiplying two algebraic expressions and different polynomials may be provided based on their previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples. • May be provided that involve the use of percentages in contexts like discount, profit & loss, VAT, simple and compound interest, etc. • Provide various situations to generalise the formula of compound interests through repeated use of simple interest. • Encourage children to identify situations in which both • Verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles. express/represent a 3-D shape into its 2-D form from their daily life like, drawing a box on a plane surface, showing bottles on paper, board or wall etc. • Make nets of various shapes like cuboids,	**Using the Pedagogical solutions, the students will be able to:** • Able to relate all the key concepts to the real-life situations. • Generalise the properties of arithmetic operations. Using Number patterns. • Finding rational numbers between two rational numbers • Finds squares, cubes and square roots and cube roots of numbers using different methods. Solves problems with integral exponents. Solves puzzles and daily life problems using variables. Multiplies algebraic expression. • Apply the concept of VAT using the formulas used for finding the percentages in real life problems. • Solves problems based on direct and inverse proportions Solves problems related to angles of a quadrilateral using angle sum property. • Constructs different quadrilaterals using compasses and straight edge. • Estimates the area of shapes like trapezium and other. Polygons by using square grid/graph sheet and verify using formulas. Finds the area of a polygon. Finds surface area and volume of cuboidal and cylindrical object. Draws and interprets bar charts and pie charts. • Use probability to find out about number of throws using dices. • Collection data organize it into groups and represent it into bar

	cubes, pyramids, prisms, etc. From nets let them make the shapes and establish relationship among vertices, edges and surfaces**.**	graphs/ pie chart. • Demonstrating the construction of various quadrilaterals using geometric kit. Sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square. Deriving the formula for calculating area of trapezium using the areas of triangle and rectangle (square). • Deriving formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles use lab activities

Subject/Skill	**Pedagogical Technique**	**Learning Outcomes**
	The learner will be given the opportunities In groups/individual and pair work in an inclusive setup: • Develop a connection between daily life and critical thinking. • 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. • Explore various farming practices carried out in the neighbourhood/ district/ state use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries. • Develop projects on 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 measures. Use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. • Visit places of historical importance particularly those associated with centers of colonial administration and Indian national movement. • Participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalization. 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. Prepare a list of registered voters in one's own neighbourhood.	**Using the Pedagogical solutions, the students will be able to:** • Able to relate all the key concepts to the real-life situations. • Classifies different types of industries based on raw materials, size and ownership. Describing and explaining the major crops, types of farming and agricultural practices in her/his own area/state. Interprets the world map for uneven distribution of population • Describes causes of forest fire, landslide, industrial disasters and their risk reduction measures. Locates distribution of important minerals e.g. coal and mineral oil on the world map. • Explain the distribution of land in local and outside regions. Analyses uneven distribution of natural and human-made resources on the earth. • Designing the various projects and drives for the conservation of natural resources along with the project undertaken by government. • Bring awareness among the public for the same. How to protect themselves especially during the natural disasters. • Analyse the structure of the historical monuments, their structures mapping them on Indian map. How they are different from the monuments present in the other part of the world. • Summarizing the culture involved with these monuments. • Analysing the issues related to caste, women, widow remarriage and child marriage, social reforms

	Carry out an awareness campaign in one's own locality about significance of voting. Find out some public works undertaken by the MP of one's own constituency. Examine contents of a First Information Report (FIR) form. Express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants.	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. • Having Debate how the principles of liberty, equality and fraternity are being practiced in classroom/ school/ home/ society. • 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 • Demonstrating the way, the FIR is put up. Mock session for the same can be conducted • Analysing the causes and consequences of marginalization faced by disadvantaged sections of one's own region. Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability

8.Class IX- X and Class XI-XII

CBSE has published a comprehensive Curriculum for Class IX to XII, which carries the details of syllabus, time to be devoted to teaching units or components of syllabus, Question Paper design as well as detail of projects/ practical's to be conducted. To implement and execute the pedagogical plan for Class IX to 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 Class IX to XII, aligning these will the guidelines issued by the CBSE.

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 **Business Studies, Economics and Accountancy** – Interactive Lecture, Project- based learning, Case studies, Group learning, Question answer Method, Debates, Group Discussion, Multimedia and Smart board
- Teaching strategies and methods for subjects like **Biology, Physics, Chemistry, Computer Science, Mathematics, Chemistry, 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.

- 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 2021-22 are attached at Appendix.

9.Assessment Tools

9.1 Grade I and II

Assessment is a key component of learning because it helps the students learn and also for the teacher to determine how well the students are doing in class. Frequent and continuous assessments help the teacher to understand the effectiveness of her teaching and if the learning outcomes are effectively or not. In order to understand the progress of the child, the assessment should be on going and should be accompanied with feedback. Keeping in mind the significance of assessment, certain parameters have been designed for the same. Students are assessed on the basis of these parameters mentioned below:

English
Reading • Pronunciation – read aloud sessions • Fluency- story telling session, show and tell sessions • Language Lab
Writing • Vocabulary – dictation, make sentences, high frequency words, JAM sessions • Grammar – creative writing, picture composition • Comprehension – unseen passage
Speaking • Clarity – read aloud session, role play • Recitation – recite the poem • Sentence construction- show and tell, JAM sessions
Listening • Oral comprehension – dramatization • Language lab

Math's
• Clarity of concepts – worksheets, quizzes • Mental Math's – oral quiz, role play • Math Lab

Science
• General Awareness – show and tell, JAM sessions • Group Discussion – collage making

9.2 Classes III to V

The ultimate aim of teaching learning process is over all development of the students. It is very important to measure the development and it is done through periodic and accurate recording of growth and improvement in scholastic as well as co-scholastic areas. Therefore, it is imperative to employ appropriate and meaningful assessment tools to measure the growth. Pen and paper tests are an integral part of the Assessment System. However, we do not rely solely on pen and paper tests to assess the performance of the students as they are not always an accurate way to measure their skill levels. Therefore, for each subject, we use different tools to assess the development of students based on subject specific parameters, following a definite set of rating scales to ensure that there is parity in assessments and evaluation across all classes and sections. Assessment tools to be employed in the **session 2021-22** are tabulated below.

<table>
<tr><th colspan="2"><u>Languages</u></th><th colspan="2"><u>Maths</u></th></tr>
<tr><th>Skills</th><th>Assessment Tools employed</th><th>Skills</th><th>Assessment Tools employed</th></tr>
<tr><td>Reading skills</td><td>• Reading tests with emphasis on pronunciation and accuracy</td><td>Computation-al Skills</td><td>• Mental Math's exercises
• Time bound exercises
• Projects
• Activities like-Math-e-magic, Quiz
• Class Tests, Unit tests, Half Yearly Exams</td></tr>
<tr><td>Spellings</td><td>• Dictation tests
• Spell Bee (as an activity)</td><td>Activities</td><td>• Math's Lab activities
• Lab Orals</td></tr>
<tr><td rowspan="3">Writing and Compre-hension Skills</td><td rowspan="3">• Creative writing/ Paragraph Writing
• Written Expression exercises
• Answer framing exercises
• Think and Answer exercises
• Sentence framing with the newly learnt vocabulary
• Class Tests, Unit tests, Half Yearly Exams With emphasis on correct use of vocabulary and sentence structure.</td><td colspan="2"><u>Science</u></td></tr>
<tr><td>Skills</td><td>Assessment Tools employed</td></tr>
<tr><td>Environmental Sensitivity</td><td>• Maps and Diagrams
• Class discussion
• Worksheets
• Class Tests, Unit tests, Half Yearly Exams</td></tr>
<tr><td>Speaking Skills</td><td>• Recitation • Just a Minute Rounds
• Show and Tell sessions
• Turn a Court
• Experience sharing sessions</td><td>Activities and Projects</td><td>• Poster Making, Collage Making
• Best out of waste
• Field trips
• Plantation and Swachta drives</td></tr>
</table>

9.3 Classes VI to VIII

Several methods will be used to assess student learning outcomes. Even though course grades are a source of information about student achievement, different tools need to be used in order to assess the students learning in the various fields. These will also prompt students to reflect on their own learning preferences, strengths, or styles. Teachers will also use Assessment tools to give an appropriate feedback to the students, which will help them further to work on their weaker areas and to make it their strengths. Teachers will use this feedback in designing activities to foster a more realistic view of their discipline. Assessment Methods Table for various subjects: An overview of some direct and indirect methods of assessment to be used for this session.

Languages		
Skills	**Tools used for Assessments**	**Rubrics followed for the Assessments**
LISTENING SKILLS	• Radio Talks • Monologue • Two-way conversation • News Reports • Speeches • Debates • Declamation • JAM sessions • Note Making	• Voice Clarity • Voice Modulation • Intonation • Language • Speed/ Presentation
READING SKILLS	Unseen passages • Newspaper Articles • Extended Reading • Open ended questions • Vocabulary building • Word Games	Comprehension skill • Correct language • Appreciation of text • In time completion
WRITING SKILLS	Diary entry/Notice • Composition • Advertisement making • Catalogue making • Brochure making • Essay writing • Debates/Speech • Book reviews • Character sketch • Concept maps • Creative writing /Summary	Correct usage of language • Sequences of events • Vocabulary • Presentation • Quality in content • Usage of grammar

SPEAKING SKILLS	Speeches • Declamation • Debates • JAM session • Turn a Coat • Monologue • Conversations • Presentations • Group discussions • Role Play	Voice Modulation • Intonation • Language • Speed • Presentation • Speech Clarity • Pronunciation

MATHS		
Skills	**Tools used for Assessments**	**Rubrics followed for the Assessments**
• Evaluation • Reasoning and Analytical skills • Concept building • Understanding of the concept • Application of the concept in real life situations • Scientific Information	• Lab activities • Puzzles • Worksheets • Model making • Project work • Research work • MCQ/Reasoning/Problem Solving • Quizzes(online/offline) • Portfolios • Live experiments • Group discussions • Surveys /Classifications • Pen and paper tests	• Accuracy • On time submission • Correct methodology • Knowledge of the concept • Observations • Demonstrate • clear understanding • Live experiences • Presentation • Creativity and aesthetic sense • Organization of ideas

SCIENCE		
Skills	**Tools used for Assessments**	**Rubrics followed for the Assessments**
• Evaluation • Reasoning and Analytical skills • Concept building • Understanding of the concept • Application of the concept in real life situations • Scientific Information	• Lab activities • Puzzles • Worksheets • Model making • Project work • Research work • MCQ/Reasoning/Problem • Solving • Quizzes(online/offline) • Portfolios • Live experiments • Group discussions • Surveys /Classifications • Pen and paper tests	• Accuracy • On time submission • Correct methodology • Knowledge of the concept • Observations • Demonstrate clear understanding • Live experiences Presentation • Creativity and aesthetic sense • Organization of ideas

SOCIAL SCIENCE		
Skills	**Tools used for Assessments**	**Rubrics followed for the Assessments**
• Evaluation • Reasoning and Analytical skills • Concept building • Understanding of the concept • Application of the concept in real life situations • Graphics and clarity • Layout and design	• Map work • Assignments/Worksheets. • Debates • Presentations • Project Work • Group discussion • Case study/Research • Slogan writing • Poster making	• On time submission • Presentation • Creativity and aesthetic sense • Organization of ideas • Creativity and aesthetic sense • Demonstrate clear understanding

9.4 Classes IX and X

Following the Uniform Assessment Policy that has been announced by the CBSE board, the school has planned its Annual assessments to bring about more transparency and uniformity across the levels. The scholastic assessment will be based on the below mentioned areas.

- **Subject Enrichment activities**

a) Assessment of Speaking and Listening

Assessment Rubrics: Accuracy, fluency, language, pronunciation for the speaking test

b) Project work

c) Map work

d) Lab work

Assessment Rubrics for the Project work, Map work and Lab work. - presentation, accuracy and timely submission.

- **Ii- Assessments**

a) Oral tests

b) Peer assessment

c) Role plays

d) Moderated group discussions

e) Visual representation of topics

Assessment rubrics are Initiative, Promptness, Correctness, Presentation, Response time

- **Portfolio Activities: The students have the liberty to choose their best works to showcase in the portfolio.**

Assessment Rubrics for Portfolio (originality, appropriateness, creativity, appropriateness, Timely submission.

- **Pen Paper Tests**

Following is the annual plan to incorporate these assessments in the pedagogy of the school.

- After teaching of every topic, any one from the multiple assessments will be applied by the subject teacher to check the understanding of the student.

the subject teacher, will be given to the students so that he/she will have a choice to include it in his/her portfolio.

- Assessment of speaking and listening will be taken twice, one before half yearly and second before Preboard I/Unit Test II, by the subject teacher.
- The Exam Cell of the school, with the guidance of the Principal, will release a circular before each unit test stating the important dates for submitting
  - Blue prints
  - Question papers and marking schemes
  - Proof-reading and finalizing the question paper
  - Exam dates
  - Result compilation

▪ Result discussion with the Principal.

▪ Answer sheet showing to the students and discussion on the errors committed by the students.

• After the necessary procedural follow ups by the exam cell, a report for the performance of the students will be prepared by the class teachers which will be discussed with the parents on the PTM day.

• Class IX will have their pen paper tests as Unit Test I, Half Yearly Exams, Unit Test II and Annual Examination

• Class X will have their pen paper tests as Unit Test I, Half Yearly Exams, Preboard I and preboard II before their board exams.

• Best two out of three pen paper tests (unit test I, half yearly and unit test II for class IX and Unit test I, Half yearly and better of the two preboards) will be taken into consideration, average of which will be reduced to 5 to be included in the internal assessment marks.

9.5 Classes XI and XII

The assessment of St. Paul is designed as per the CBSE Curriculum. The assessment has theory, internal assessment and practical component as per the syllabus prescribed by CBSE.

The pen-paper test is conducted as

• Unit Test – I

• Half Yearly (Term – I)

• Unit Test – II

• Final Examination (Term – II)

• Listening and Speaking Skills

• Practical/Project Subject specific as per CBSE norms will be conducted in the **session 2021-22**

• Periodic Test, Class assignments, notebook inspection, discipline and regularity to school are taken into consideration for the Internal Assessment taken for the students.

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St. Paul Public Sr. Sec. School has incorporated the above assessment tools for the students, when several individuals are marking the same assignment, to ensure marking remains consistent and to minimize the possibility of subjectivity the following rubrics may be applied.

Pen & Paper Test for all the subjects	**Practical/Project**
Bloom's taxonomy will be followed for the formulation of Question paper. Questions will be set according to the student's capacity- average performance to above average and toppers. • Remembering • Understanding • Application • Analytical • Critical Thinking	Presentation • Viva • Authenticity • Research Work • Content • Creativity • Participation

Internal Assessment for Subjects:		
ENGLISH: **Listening and Speaking Skills**	• Hearing • Comprehend • Pronunciation • Sentence construction with effective communication	• Intonation • Syllable stress • Interaction and flow of thoughts
MATHEMATICS	• Presentation • Completion	• Submission
ECONOMICS	• Relevance of the topic • content	• Accuracy • Presentation Technique
Accountancy	• Assertions • Accounting • Concepts	• Structure • Language
Business Studies	• Knowledge and Understanding • Thinking	• Communication • Application
HISTORY	• Facts • Analysis • Writing	

10. Pupils' well being

St. Paul Public Sr. Sec. School is a school with a difference, where each child is a valued individual and the safety and wellbeing of each student holds prime importance.

10.1 To ensure a healthy, safe and hygienic environment for children, the school will employ the following resources to continue organizing the measures listed at **Para 10.2 and 10.3** below:

• Trained and experienced faculty for meeting the student-specific special education needs.

• Implementation of high security standards under supervision of alert and aware staff.

• Child friendly infrastructure, well equipped infirmary with male & female nursing attendants and clean and airy washrooms.

• Well established and fully functional counseling program

10.2 Measures for pupils' well being

• Medical Check-up and Health Camps periodically to address health issues, detection and information to parents.

• Workshops on topics related to health, personal care and hygiene, personal safety, cyber-crime, peer and examination pressure, etc.

• Counseling sessions by child/school counselor on group/individual basis to attend to and monitor

behavioral patterns and specific aptitudes of students; identify deviations from the norms and take remedial/corrective measures (ensuring mental health and well-being).

• Career Counseling sessions under the guidance of qualified professionals and scientifically designed tests for accurate skill identification and choice of stream.

• Provide first class education with a broad, participative and balanced curriculum to enable all our children to achieve their true potential, so that they reach the highest possible standards in everything they undertake.

10.3 Special learning needs assessment and plan of action

The school is sensitive towards students who have special learning needs and it proactively design and implement policies to measure up to the standards of quality inclusive education. The process through which it can be realized is elucidated below.

Procedure:

• Identification by the teacher, referral to the counsellor and procurement of parent's consent

Teachers are trained by internal and external resource personnel for this purpose. Such sessions will be periodically held to update the knowledge of the teachers.

• Application of Symptom checklist based on ICD 10 and other standardized psychometric tools

It purports to screen the student further analysis (of their note books work, reading, writing skills and mathematical competencies).

• Interventions/Remediation: It is based on the nature of problem, and provided in the form of:

• Intense one to one academic guidance session with teacher or special educator in case of problem fall short of meeting diagnostic criteria.

• Referral counselling and individualized educational program (IEP) in case where problem meets the diagnostic criteria. Parents would be advised to go for confirm diagnosis and certification from the specialist.

• Special actions like

(i)differential instructions in the class room, sessions with special educator and counsellor

(ii)educating parents about nature of disability and the provisions by the board for the student with special need

(iii) providing exemptions and concessions as per CBSE guidelines in internal assessments

(iv)promptly forwarding application of the parents for concession to the board.

(v)providing other support systems e.g. study material, accommodation, modification or adaption in curriculum or educational environment in the school.

• Review of remedial plan and Individualized education program

All the interventional actions will always be following the spirit of inclusive education

12. Addressing diversity in the classroom

Classrooms present myriad of diversities, therefore, every year school evolve educating procedures to cater to this need. It will help in profiling the student, subsequently, lead to special arrangements which would be made to appreciate diversity and promote equity in the classroom and beyond. Scheme for taking care of diversity in class is presented below:

Knowing the students

School has planned to understand and acknowledge diversity right from incumbency of the students in the school. Elaborate data to be collected by admission executive:

Administrative department

1. Data accumulation about the student from parents, pervious school records and performance in the entrance test/interaction with the teacher.

2. Information about the background and family composition.

Academic department

1. Documented information would be shared with the department head and from there to the class teacher, who will disseminate the filtered (relevant for the subject teacher) information from there to the subject teacher and counselling unit.

2. Profiling of the student on the basis of behavior in the classroom and activity classes (through observation and interaction). Other sources of information would be group personality test, learning style questionnaire (development of the questionnaire in the pipeline) and identification of prominent intelligence (out of eight intelligences). Availability of resources would impose limitation in implementation.

3. According to the profiling physical arrangements, individualized instructions (*as per learning style*), incorporation of prominent MI in the subject taught can be done.

4. Analysis at this level facilitates the identification of the student with special needs. These students are referred for the different procedure leading to a specified intervention plan.

Additional activities

- Sensitisation activities in the class (students can present information about their culture, faith region etc. in the form of presentation or session)
- Special assemblies (already in practice)
- Session for teachers to promote culturally sensitive

13. Requirements for Remedial Classes

13.1 Classes I and II

Remedial programs are used to address gaps in basic skills. Remedial instruction can help struggling learners shore up their basic skills. Keeping in the mind the learning ability of the children few remedial steps will be taken up by the school, twice a week during the zero periods, to help children improve their grades. They are as follows:

- Step by step explanation of the concept would be done separately with the students who face problems.
- Individual attention to be given to slow learners and assist them whenever required. 15 minutes extra to be given to those children who have troubling comprehending the language.
- Change the strategy for explanation and try a different one for better explanation.
- Special educator to intervene where child the is facing a problem in a specific are like retention power or dysgraphia (difficulty in copying words down, formation of letters)
- To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time.

13.2 PRIMARY CLASSES

The significance and need of remedial in Primary classes may not be as grave as in class 6th and above but their requirement certainly cannot be ignored. Most of the students in Primary classes may not require heavy and rigorous remediation but they assuredly need regular, short yet comprehensive remedial sessions. The curriculum in these classes being lighter in content, is more fun, activity and experience based, therefore the number of students who require regular remediation is not very large but usually there is a different set of students who need remedial as a consequence of low attendance due to medical reasons or some unavoidable circumstances.

For such cases the teachers will be proactive in monitoring the attendance of the students and their academic performance. Remedial classes will be conducted subject wise in the zero period on every Thursday. Based on the weekly tests that will be conducted every Monday, those students will also be included whose performance in the tests is unsatisfactory. The time-table for subject wise weekly test and remedial classes to be followed in the **session 2021-22** has been prepared by the Time-table In-charge as per the instructions of the Principal and will come in effect from the third week of April**.**

The list of students who have been recognized as ones who need regular support in their learning as a consequence of any kind of learning disability has been prepared by the Counsellor and will be updated periodically for the new students. These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Special Educator will also conduct class wise remedial sessions at least thrice a week to fulfil the special needs of those students whose needs are not met in the class remedial sessions**.**

13.3 CLASSES VI TO VIII

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of teaching learning process. For this year, the remedial planning is done in a more strategic manner taking into the consideration of last year reports and more workable as well as practical approach which will be followed to bring more authentic results for the students and right amount of learning will takes place as per the individual needs, which will be seen in the performance of the children through their pen and paper results. Initially for the two months of the session the students will be identified by the teachers teaching various subjects on the certain parameters or the patterns seen in the children by the teachers**.**

A few are as follow:

- Feedback from the Class teacher given by the end of the year
- Classroom participation as well as participating in group discussions
- Submission of work on time. Self-initiative for any task assigned in the class.
- Responding to the questions directly asked by the concern subject teachers.
- Certain pattern of work seen in the notebooks along with class test performance
- Asking for doubts or clarification of the concepts taught in the class.

After Analysing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes week wise will be conducted for each subject with more individual attention given to them in a smaller group.

Guidelines for teachers for academically low performers.

- Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles
- They will be taught the content in a step by step method.
- Regular review /recap and practice worksheets will be given.
- Small group instructions will take place which will offer individual attention. Along with the peer teaching
- Regular competition, rewards and giving the responsibility which will be set for these students on month wise bases to get better results.
- Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.
- Parents will be involved and progress will be discussed on monthly bases. Recap of the topics will be done at home with the parent's support.

After Term 1 the children who show progress will be part of the regular classroom and would be monitored on fortnightly bases in order to ensure that consistency is there in their academic progress. The students whose progress would not be up to the mark more strategic plan will be implemented for them in Term 2.

Guideline for the same is as follow

- Student's goals will be made high but attainable along with the ways to find the intrinsic motivation
- Controlled practice will be given to the students for the concept taught on weekly bases.
- Students will be taken for some more special test to check for their IQ levels.
- Moderation of test papers, more time devotion during pen and paper test will be given.

Further to the above mentioned those will be taken under special educator along with the teacher intervention to bring the academic results for the students as per the class level.

13.4 Classes IX and X

St. Paul Public Sr. Sec. School includes the Remedial classes with the routine subject classes to identify and improve wherever a student shows the scope for improvement. Keeping in line with the same, the following is the remedial plan for **session 2021-22.**

1) Students' identification (second week of April) will be done on the basis of

i) Previous teacher's feedback.

ii) Response in class

iii) Oral tests.

iv) Participation in class discussions

2) Two remedial classes will take place every week – one for assessing the students and another to reiterate the important points for remembering.

3) Those students, who have a pattern in making mistakes while answering, or some particular dislike about a subject and proficiency in other subjects will be identified by the subject teachers so that they can plan remedial for them.

4) Cases of the students with particular learning difficulties will be identified before the summer break and information will be given to the student's counselor.

5) The teachers will focus more on the practical aspects of the theoretical knowledge to increase the interest of the students in that particular subject.

6) A 5-minute doubt clarification session will be included in the regular classes.

7) After the first Unit tests, July 2021 the subject teachers will find out the students who have performed below average and match it with their previous performance.

8) The parents of those students who have performed below average, will be informed about better ways learning/understanding the concepts during Parent Teacher's meeting, they'll also be asked to keep vigilance about the study routine of the student at home.

9) The teachers will make a special remedial plan for students who could not perform well.

10) These special remedial classes will be conducted for 2 weeks, scheduled in the Zero period.

11) The efficacy of the remedial classes will be checked in the half yearly examinations. If the students have performed better than the same, two classes a week will continue. If they have not performed better, more special remedial classes will be planned.

12) For class IX, the science and math's teachers will take more concept clarification sessions in their normal teaching schedule.

13) For class X, after the preboard I and II, special remedial classes will be conducted for the students who could not perform well. Model question papers will be given in all the subjects so that they can get a good practice.

13.5 REMEDIAL FOR CLASSES XI AND XII

The annual remedial Plan is a part of the school planning for the enhancement of students which caters to their need in a process to uplift their academics. The planning is made for students in two broad categories as follows:

1. Students Identified in the beginning of the session.

2. Appearing Board Students.

The Remedial Plan is incorporated by the identification of students in the beginning of the session. Identification of students is done along the lines as – the academic performance in the previous year, their feedback given by the Class Teacher, along with their general behavior and other aspects related to academics.

Remedial for identified students:

• Utilization of the Zero Period in the timetable for the remedial classes will be done for these students. In a week there will be two remedial classes for these students who have been identified by the subject teacher and class teacher.

• Doubt Clarification for specific lesson will be arranged for the students.

• Worksheets will be designed for the students for the identified portion by the teacher.

• Peer teaching in the classroom to enhance the student's capacity of grasping and co-relating to the topic.

• Short periodic tests to be taken for the students.

• Feedback and remediation given to the student for his/her improvement.

• Focus on key words and sentence structure in writing answers will be taught to students, prioritizing the word limit required for each answer.

Board students: (Class XII)

• Assured portion from the syllabus to be explained for the students with specific guidelines.

• Worksheet to be given on specific topics prepared by the subject teacher

• Higher order thinking skill questions to be discussed in class.

• Focus on questions which carry weightage.

• Teachers will develop question banks for the students, for the assured portion.

• Value points/Key words/improving expression and writing skills through practice papers.

• Doubt clarification session for the assured portion each subject.

• Important topics from Board question paper, solution in class along with key points.

• Short periodic tests to assess the concept building in students.

• Solving of Practice paper and sample paper in a given time period, which will help the students to complete the answers in a time bound manner.

• Working on the presentation of answer along with handwriting such as taking care of specific issues- Spacing, margins, structure of the answer, word limit of answer as per the weightage of question.

• Feedback through remediation to be given to students for his/her improvement

Supporting activities

St. Paul Public Sr. Sec. School has a well-drafted plan for co-curricular activities through the year, which is reflected in the Calendar published at the beginning of the academic session. The calendar carried details of class competitions, inter-house competitions, special days and celebrations as well as mega events and functions. In addition to the calendar activities, a number of other supportive activities are organized through the year to enhance the learning of the students and to give them wider and meaningful exposure. The same pattern will be followed this year. In addition to the calendar events (already planned), the following supportive activities will be arranged.

Opening day of school in new session 5th April 2021		
Summer vacation	20th May 2021	
School reopens	25th June 2021	
PA [I]		
	19th July 2021 20th July 2021 21th July 2021	
PTM [I]	21st August	
Half yearly examination		
	Starting on	
	4th Oct 2021	
	5th Oct 2021	
	6th Oct 2021	
	7th Oct 2021	
	8th Oct 2021	
	9th Oct 2021	
	11th Oct 2021	
PTM (II)		
	1st November 2021	
PA[II]		

	20th December 2021	
	21st December 2021	
	22nd December 2021	
PTM [III]		
	22nd January 2022	
Annual Examination [Session Ending Examination]		
Starting On		
	7th March 2022	
	8th March 2022	
	9th March 2022	
	10th March 2022	
	11th March 2022	
	12th March 2022	
	14th March 2022	
PTM [IV]	30th March 2022	

Note :

PTM will be announced according to the school time

Conceded data examination

PA[I]	July 2021
Half yearly exam	Oct 2021
PA [II]	Dec 2021
Annual Exam	March 2022

Extra activity

Swachchata Abhiyan

Traffic safety

Co-curricular activities of the year 2021-22

01	**Poem recitation**	24th April 2021
02	**Spelling test**	15th May 2021
03	**House caption selection**	10th July 2021
04	**English essay writing**	31st July 2021
05	**General quiz competition**	7th August 2021

06	**Drawing competition**	4th Sep 2021
07	**Hindi Essay writing**	14th Sept 2021
08	**Rangoli competition**	02nd Nov 2021
09	**Debate**	20th Nov 2021
10	**Dance competition**	4th Dec 2021
11	**Card marking competition**	24th Dec 2021
12	**Annual Sport Day**	27th January 2022
		28th January 2022
13	**End of sport day**	29th January 2022
14	**Science & GK Competition**	28th February 2022
Celebration		
15	**Mother day**	8th May 2021
16	**Van Mahotsav**	5th July 2021
17	**Independence Day**	15th August 2021
18	**Teachers Day**	5th Sept 2021
19	**Gandhi /Shashtri Jayanti**	2nd Oct 2021
20	**Children Day**	14th Nov 2021
21	**Annual Function**	1st Dec 2021
22	**Sardar Patel Jayanti**	15th Dec 2021
23	**Subhash Jayanti**	23rd Jan 2022
24	**Republic Day**	26th January 2022
25	**Basant Panchami**	05th Feb 2022

* 12 अक्टूवर से 17 अक्टूवर तक दशाहरा कि छुट्टी
* 03 नवम्बर से 07 नवम्बर तक दीपावली कि छुट्टी