SWAMINARAYAN GURUKUL RAJKOT SANSTHAN

SHREE SWAMINARAYAN
GURUKUL
INTERNATIONAL SCHOOL
GYANBAG - JUNAGADH

Academic Year: 2024-25

ANNUAL PEDAGOGICAL PLAN

School Code: 10161 | Affiliation No.: 430176 | UDISE Number: 24121602303

SCHOOL DETAILS

General Information:

Name of the School **: Shree Swaminarayan Gurukul Gyanbag International School**

Name of the Principal **: Mr. Amit Kumar**

School Email ID **: principalgyanbag@gmail.com**

School Website **: https://cbse.gyanbag.org**

Contact Details **: 90999 72210 / 90999 72207**

Address **: Nr. Gurukul Circle, Rajkot Highway,**

Sabalpur, Junagadh (Gujarat), 362037

Affiliation Number **: 430176**

Year of Affiliation **: 2010**

School Code **: 10161**

UDISE Number **: 24121602303**

Details of Infrastructure:

Sl. No.:	Information	Details
1	Total Campus Area of the School (in Sq. Mtr.)	56658 Sq.M.
2	Number and Size of the Class Rooms (in Sq.Mtr.)	15 / 43.47 Sq.M.
3	Number & Size of Laboratories including Computer Labs (in Sq. Mtr.)	6 / 62.80 Sq.M.
4	Internet Facility	Yes
5	Number of Girls Toilets	15
6	Number of Boys Toilets	18

OUR MISSION:

- To transform each individual by giving them the power, opportunities and culture to attain the highest level of humanity.

- **Academic Excellence:** "To foster academic excellence by offering a challenging curriculum and fostering a love for learning in every student."

- **Holistic Development:** "To develop well-rounded individuals by supporting students' academic, emotional, social, and physical growth."

- **Critical Thinking:** "To cultivate critical thinking and problem-solving skills that prepare students for success in a rapidly changing world."

- **Lifelong Learning:** "To instill a passion for lifelong learning by providing a supportive environment where students can explore their interests and develop a growth mindset."

- **Ethical Values:** "To guide students in developing strong ethical values and a sense of responsibility to their community and the world."

OUR VISION:

- To see a world full of individuals at the highest level of humanity and spirituality.

- **Vidya:** We focus on the values of discipline, general etiquette, human values, aesthetic sense, an appreciation and love of nature and an understanding of the power of prayer.

- **Sadvidya:** More over the development and prosperity of any society or nation depends on its culture. The strongest and fittest the culture, highest is the fulfillment and achievement.

- **Brahmvidya:** The spiritual assembly is conducted every week and is presided by Pujya Swamiji. By spiritual assemblies, students learn moral and spiritual value through tales, stories & epics based on vedic scriptures.

OUR CORE VALUES AND AIMS:

Child Centric: We strongly believe in Child Centric approach to allow the child to make their own choices and establish their own ideas towards promoting competent communication and learning. Helping them evolve mentally and physically, encouraging them to lead healthy lives

Innovation: Innovation is everywhere in our rapidly-changing world. It's one of those terms used often, but rarely defined. If creativity is the ability to generate new ideas, innovation can be thought of as the processes of bringing those new ideas to realization.

Mutual Respect: An environment of mutual trust and respect is necessary if the institution is to promote integrity. Mutual trust and respect are prerequisites for open communication and honest dialogue about values, goals and expectations.

TEACHING LEARNING APPROACH

- **Student-Centered Learning**: Focus on the needs, interests, and learning styles of students. Tailor instruction to engage students actively and make learning relevant to their lives.

- **Active Learning**: Encourage students to participate actively in their learning process through discussions, problem-solving activities, and hands-on experiences. This helps deepen understanding and retention of material.

- **Differentiated Instruction**: Adapt teaching methods and materials to accommodate diverse learning styles and abilities within the classroom. Provide various resources and activities to support different learners.

- **Formative Assessment**: Use ongoing assessments to monitor student progress and provide feedback. This helps identify areas where students may need additional support and informs instructional adjustments.

- **Collaborative Learning**: Foster teamwork and communication skills through group work and peer interactions. Collaborative learning encourages sharing of ideas and perspectives, enhancing understanding.

- **Inquiry-Based Learning**: Encourage students to ask questions, conduct research, and explore topics deeply. This approach promotes critical thinking and problem-solving skills.

- **Technology Integration**: Incorporate technology and digital tools to enhance learning experiences. Tools such as interactive software, educational apps, and online resources can support and enrich instruction.

- **Real-World Connections**: Relate lessons to real-life situations and problems. Making connections between classroom content and the outside world can increase motivation and relevance for students.

- **Reflective Practice**: Encourage students to reflect on their learning experiences and outcomes. Self-assessment and reflection help students understand their progress and set personal learning goals.

- **Culturally Responsive Teaching**: Recognize and respect the diverse cultural backgrounds of students. Integrate culturally relevant materials and practices to create an inclusive and equitable learning environment.

- **Clear Learning Objectives**: Establish and communicate specific, measurable goals for each lesson to give students a clear understanding of what they are expected to learn and achieve.

- **Varied Assessment Methods**: Use a range of assessment tools, including quizzes, projects, presentations, and self-assessments, to evaluate different aspects of student learning and understanding.

- **Positive Classroom Environment**: Foster a supportive and respectful atmosphere where students feel safe to take risks, make mistakes, and express their ideas.

- **Effective Questioning Techniques**: Use open-ended and thought-provoking questions to stimulate critical thinking, encourage exploration, and facilitate deeper discussions.

- **Time Management**: Organize lessons and activities efficiently to ensure that there is ample time for instruction, practice, and reflection without overwhelming students.

- **Feedback and Improvement**: Provide timely and constructive feedback that guides students in understanding their progress and areas needing improvement.

- **Parental Involvement**: Engage parents in the learning process by communicating regularly about student progress, classroom activities, and ways they can support their child's education at home.

- **Emotional and Social Support**: Address students' emotional and social needs by creating a supportive environment that helps them manage stress and develop resilience.

SCHOOL POLICY

Terms Date

- Dates of opening and closing of terms are announced well in advance. All parents are required to strictly adhere to these dates. Students are expected to return to School on the date specified. The school will NOT be able to make any travel arrangements if parents do not inform us in advance (Week before the date) for the summer, Diwali / winter and Janmashtami Breaks.
- Students who do not turn up on time for re-opening of term without valid reason, run the risk of not being allowed to attend School for the rest of the term, or being held back at the beginning of the vacation.

Fees

- Fees become due twice in a year, starting of the session and after the 1st Week of April for Old students and 2ndweek of June for New Students. In any event, all dues must be paid within the stipulated time (Maximum 30 days from the date stated). All dues must be paid in full. Payments in instalments are not acceptable. In case of Fee defaulters, the School will have to take the extreme option of imposing penalty.
- The Fees currently in force is as per the Fees Schedule attached to the School Prospectus and on the net. The School Management is at liberty to revise the Fee Structure at any time.

Withdrawals

- Students who do not make any progress, may be asked to leave or repeat a class.
- Admission to class X, of the Students who have finished class IX from the School , is not guaranteed and the School exercises the right to readmit a Students into class X on the basis of his Academic / Disciplinary / Health record. Choice of subjects for the students promoted from grade IX to X shall be based on the evaluation of skills and aptitude in the relevant subjects. The School Management decision in this regard is final and binding.
- Students caught cheating, bullying or bringing disrepute to the School by/ through any form of unacceptable behavior, will be expelled. The Principal's/ Director's decision in these matters is final.
- Parents who wish to withdraw their child must give a written notice of their intention to the Director by the 31st March for old students and 2nd week of June for New Students.

Leaving the School

- Whenever a student leaves School or passes out from School, the student SHOULD TAKE THEIR BELONGINGS WITH THEM & if anything is left behind the same must be collected within one month of leaving, failing which, the School authorities shall be free to dispose of /donate the same.

Rules for Visiting Students

- Students are allowed to meet only those visitors whose names have been advised by parents to the school. Visitors may meet their wards with permission of the Director/ hostel In-charge between 2.00 pm – 3 pm only on the Outing days.
- In case of an emergency, the visitor must obtain prior permission from the Director/Hostel In charge, Action will be taken against Students who meet visitors without permission. Visitors must leave the Campus by 6:00 p.m.

Visiting Cars

- No vehicles are permitted inside the Campus except in the specified area. The school takes a very serious view of parents allowing their children to drive without a license. Any Students caught driving without appropriate papers will be dealt with in an appropriate manner, even if the incident should occur during the vacations.

Food / Any Others Items

- No form of food/ beverage (including Onion, Garlic or Onion / garlic Powder) from outside or any other item e.g., Mobiles, Tabs, (including Electronics items and gadgets) etc. should be brought inside the school premises. Tuck or any other item found in the possession of a child will be confiscated. For birthday parties, the school makes arrangements for cakes (Chargeable) etc. Parents/ Visitors are strictly forbidden from bringing any form of food items to the school campus.
- Any parcel/ packet/ baggage transported by a visitor/ student will be inspected at the Hostel gate by the authorized Staff and Security Personnel. Parents are advised not to enter into any altercation with the guards. Should there be some area of differences, do contact the appropriate authority.

Health and Hospital

Health

- The parents should be very clear with the child's health when the child re-joins. Any child found to be suffering from any disease on joining would be asked to go back and report after be certified fit by the Doctor. Also, Students who need spectacles must bring their prescriptions and a spare pair of glasses. The submission of false medical certificates including those for the purpose of taking leave may attract expulsion.

Hospital

- Students admitted in the hospital, are not permitted to leave the Hospital premises without the Doctor's permission. If a student falls ill during an outing with the Parents/Guardians, the school must be informed. The Students must be brought back to the School for an examination by the Doctor's instruction.
- Medical leave is permitted only if the child is referred to an outstation Specialist. The Resident Medical Officer will only grant medical leave after submission by the parent of the "Medical Leave Application" available in the Hostel Department.

Expensive Items

- Students are not allowed to bring any expensive personal items / gadgets such as I-pods, cameras, memory storage devices (CD/ USB device) with them. In case a student brings any expensive gadget with him, the school/Hostel cannot be held responsible for its safety. No electrical or electronic device/appliance are to be brought to school/Hostel by the Students. These will be confiscated. In case any student brings a camera for Photography or mid-term break, he must deposit the same with his / care takers.

Mobile Phone & Cash

- Students are not allowed to keep money with them. In case they have money, it must be handed over to the caretaker or deposit to pocket money department at the beginning of the term.
- The possession and use of mobile phones is STRICTLY PROHIBITED. If caught, the phone will be confiscated and will not be returned. Possession of mobile phones will lead to stringent disciplinary action including expulsion.
- Visitors are advised not to let any Students use their mobile phones, except their own ward, while on the campus, under any circumstances.

Security

- Parents are however, not allowed to enter the School/Hostel when dropping their wards back after their Outing.
- Parents/Guardians/Visitors are requested not to bring armed guards inside the Campus.
- PARENTS SHOULD NOT ENDULGE IN UNNECEESARY CHATTING AND GOSSIPING WITH TEACHERS AND OFFICE STAFF EXCEPT ABOUT THE ACADEMIC AND WORK-RELATED ISSUES OF THEIR WARD.

Environment & Honesty Code

Environment Code

- The school is a "Tobacco Free Zone" and visitors are requested NOT to bring/consume any form of tobacco on the school premises. Visitors are requested NOT to bring any plastic into the Campus.

Honesty Code

- Cheating in the examination is treated as an act of dishonesty and the school takes a very serious view of such cases. Any student found cheating shall be awarded a zero and shall be under strict observation. However, repetition of any such act shall result in expulsion from the school. Cases of plagiarism too will be treated as "Cheating".

Important Note

- The Principal's decision in all disciplinary matters is final and binding.
- The School Rules are subject to revision from time to time.

STAFF & STUDENTS' DETAILS

Students Details (Class Wise):

Class	V	VI	VII	VIII	IX	X
Number of Sections	1	1	1	2	2	2
Number of Students	11	27	43	69	81	60

Staff Details:

Sr. No.:	Information	Details
1	Principal	1
2	Total Number of Teachers	16
3	TGT Section	9
4	PRT Section	6
5	Librarian	1
6	Arts Teacher	1
7	PET Teacher	1
8	Special Educator	1
9	Other Non-Teaching Staff	4

SCHOOL ACADEMIC PERFORMANCE

Result Class: X

Sl. No.:	Passing Year	No. of Registered Students	No. of Students Passed	Pass Percentage
1	2017-18	38	37	97.93%
2	2018-19	40	40	100%
3	2019-20	52	50	96.15%
4	2020-21	56	56	100%
5	2021-22	50	50	100%
6	2022-23	80	80	100%
7	2023-24	56	54	96%

KEY STRENGTHS OF THE SCHOOL

❖ **Quality Educators**: Highly qualified, passionate teachers who are committed to students' Learning Outcome

❖ **Effective Leadership**: Principal and administrators who provide clear vision, support, and guidance

❖ **Technology Integration**: Effective use of technology to enhance teaching, learning, and administrative efficiency

❖ **Positive School Culture**: A culture that promotes respect, collaboration, and a love of learning

❖ **Collaborative Environment**: Encouragement of teamwork among students and staff to foster a collaborative learning atmosphere

❖ **Strong Alumni Network**: Engaged and supportive alumni who contribute to the school's continuous growth and development

❖ **Well Discipline Policies**: Clear, fair, and consistently applied behavioral management

❖ **Strong Ethical Standards**: Commitment to integrity and ethical behavior in all aspects of school life and fosters to qualify the traditional learning outcome through daily recitation of mythological texts which even enhances the living style and imbibe the morality in life

❖ **Health & Wellbeing**: Regular health checkup and continuous emphasize towards the quality food habits, children are even designated with all round sports from indoor to outdoor facilities

❖ **Clean Environment:** Clean and green premise bring harmony and peaceful effect among all. Promotion of sustainable activities are also executed. Plastic free environment is delegated

❖ **Co- Curricular Activities:** Different art and cultural activities are being promoted to enhance the quality of children and get a bigger platform after school

❖ **Global Competition:** Many different global examinations are being conducted to prepare the children for a wider and broader prospect and endeavour

❖ **Skill Development:** Children are promoted to participate in different activities from orgaising to maintaining the different aspects of things: eg. Camera, photo editing, sound mixing etc

❖ **Recognition & Awards:** The hard effort for all the participation is being recognized and awarded for motivation and inspiration to others

ACADEMIC / ANNUAL EVENT CALENDAR 2024/25

Date	Day	Event
JUNE		
3	Mon	Staff Reporting
5	Wed	World Environment Day
9	Sun	Hostel students reporting
10	Mon	Classes resume after summer vacation
13	Thu	Micro Schedule Begins: V to IX
19	Wed	International Yoga Day Celebration YOGA & Essay competition
21	Fri	International Yoga Day Celebration
22	Sat	Visit to any Innovative or Government Organization
24	Mon	Verbal Voyage & SGEF Installation
26	Tue	International Day against Drug Abuse
JULY		
1	Mon	Theme of the Week: Gratitude
7	Sun	Rath Yatra Celebration
8	Mon	Mathemania
12	Fri	World Paper Bag Day Celebration: Art & Craft "Plastic free Bharat"
13	Sat	Mathemania: Mega event
14	Sun	PTM Day Scholar & Hosteller
15	Mon	Theme of the Week: Empathy
20 & 21	Sat & Sun	Bal-Guru Purnima celebration
26	Fri	Kargil Vijay Diwas Celebration/ Quiz Competition Based on Defence Force
AUGUST		
1 to 7	Thu to Wed	PA-1 Examination Class I to IX
10	Sat	World Lion's Day Celebration
12	Mon	Theme of the Week: Patriotism
13	Tue	PA-1 Result Announcement
15	Thu	78th Independence Day Celebration
16	Fri	Unit Test: Begins (V to X)
17	Sat	Unit Test: Ends (5 to 10), Janmashtami Vacation Begins
19	Mon	Raksha Bandhan & Selfie Photography Celebration at Home
28	Wed	Janmashtami Vacation Ends: Hosteller Reporting at Hostel
29	Thu	All Classes Resume: National Sports Day Celebration
SEPTEMBER		
2	Mon	Theme of the Week: Integrity Awareness Program on Disaster Management
5	Thu	Teachers Day Celebration

Date	Day	Event
7	Sat	Ganesh Chaturthi "Ganesh Vandana" Art Competition
11	Wed	"Hindu Digvijay Diwas": Hindi Weeks Start Hindi Elocution Competition Std.: 8, 9, 10
12	Thu	Hindi Calligraphy Std: 5 to 7
13	Fri	Hindi Kavita Pathan Std.: 5, 6, 7: Visit to Innovative or Government Organization
14	Sat	Jaljilani Ekadashi Celebration Hostel, Hindi Debate for (9 & 10): Hindi Day
20	Fri	Solo & Group Dance Competition
22	Sun	PTM for Day Scholar & Hostellers
OCTOBER		
2	Wed	Gandhi Jayanti: Lal Bahadur Shastri Jayanti
3	Thu	Navaratri Begins
5	Sat	Navaratri Mahotsav: Garba Competition
8	Tue	Indian Air Force Day / Video Representation on Air Force Day
11	Fri	Rangoli Competition: Class 5 to 10
12	Sat	Vijay Dashami (Dusshera): Public Holiday
16	Wed	Sharad Purnima Celebration: Hostel
19	Sat	PA-2 Start: 5 to 10
26	Sat	PA-2 Ends: Diwali Vacation Starts
31	Thu	Sardar Patel Jayanti: "Eak Bharat Shrest Bharat"
NOVEMBER		
15	Fri	Staff Reporting
16	Sat	PA-2 Result Announcement (Online)
17	Sun	Diwali Vacation Ends: / Hosteller's Reporting
18	Mon	Classes resume after Diwali Vacation
25	Mon	Literary Odyssey
30	Sat	Literary Odyssey: Mega events
December		
4	Wed	Milkha Singh Gurukul Olympics 2024: Sports Week Begins (Indian Navy Day)
7	Sat	Milkha Singh Gurukul Olympics 2024: Sports Week Ends
9	Mon	Theme of Week: Tolerance
11	Wed	Shreemad Bhagwat Gita Jayanti: Shloka Competition Class 5 to 10
15	Sun	PTM for Day Scholar & Hosteller
16	Mon	Vijay Diwas / Video Representation
21	Sat	Mathematics Day: Ramanujan Math's Competition: Std. 5 to 10
23	Mon	Theme of Week: Generosity

Date	Day	Event	Date	Day	Event
26	Thu	Veer Bal Din Celebration: Solo Mime Drama and Group Mime / Drama Competition	15	Sat	PA-4 Ends
28	Sat	Visit to Any Innovate or Government Organization	16	Sun	PTM Hostellers and Day-scholar 76th Republic Day Celebration
31	Tue	Teachers Utkarsh Sabha	17	Mon	Foundation Course Starts: Class 9
JANUARY			19	Wed	Chhatrapati Shivaji Jayanti: Elocution Competition: Class 5 to 8
4	Sat	PA-3 Begins: Class 5 to 10	22	Sat	NATIVE NARRATIVE: Teachers Utkarsh Sabha
9	Thu	Pravasi Bharatiya Diwas: Video Representation	26	Wed	Maha Shivratri: Shiv Puja (H) Public Holiday
10	Fri	PA-3 Ends	28	Fri	National Science Day: Video Representation
12	Sun	National Youth Day Celebration / Elocution Competition: Std. 9 & 10 (Hostel)	**MARCH**		
14	Tue	Makar Sankranti: Patang Utsav: Public Holiday	3	Mon	PA-4 Revision Starts
18	Sat	Dr. Jagdish Chandra Bose Science Exhibition	13	Thu	Holika Dahan: Rangotsav
20	Mon	Theme of Week: Courage	14	Fri	Dhuleti: Public Holiday
21	Tue	PA-3 Result Announcement	15	Sat	PA-4 Begins: Std. 5 to 8
23	Thu	Subash Chandra Bose Jayanti: Parakram Diwas	22	Sat	PA-4 Ends: Std. 5 to 8, Session Break begins
25	Sat	National Voters Day: "State Assembly Model" Presentation by Students	29	Sat	Result Announcement
26	Sun	PTM Hostellers and Day-scholar 76th Republic Day Celebration	30	Sun	Session Break Ends: Hostellers Reporting
28	Tue	Lala Lajpat Rai Birth Anniversary	31	Mon	CBSE New Session Commence
30	Thu	Gandhi Nirvan Day	**APRIL**		
FEBRUARY			6	Sun	Ramnavami (Lord Shree Ramchandra & Lord Swaminarayan Pragtyosav Celebration)
1	Sat	Vasant Panchami / Patotsav / Sarswati Puja	12	Sat	Hanuman Jayanti Celebration
3	Mon	Theme of the Week: Patience	19	Sat	Teachers Utkarsh Sabha
10	Mon	PA-4 Starts: Class 9	26	Sat	Summer Vacation Begins

GRADES AND SUBJECT OFFERED

Sl. No.:	Class	Academic Subjects	Co-Curricular & Extracurricular Activities
1	V	Math, English, Hindi, EVS, Gujarati, IT, Sanskrit	Sports, Arts, DNT Lab, Music, Library
2	VI	Math, English, Hindi, Science, SST, Gujarati, IT, Sanskrit	Sports, Arts, DNT Lab, Music, Library
3	VII	Math, English, Hindi, Science, SST, Gujarati, IT, Sanskrit	Sports, Arts, DNT Lab, Music, Library
4	VIII	Math, English, Hindi, Science, SST, Gujarati, IT, Sanskrit	Sports, Arts, DNT Lab, Music, Library
5	IX	Math (041), English (184), Hindi (085), Science (086), SST (087), IT (402)	Sports, Library
6	X	Math (041), English (184), Hindi (085), Science (086), SST (087), IT (402)	Sports, Library

DEPARTMENTS

List of Departments:

Sl. No.:	Name of Department
1	Examination Team
2	Academic Team
3	School Assembly / General Assembly Team
4	CCA Team
5	Parents Teacher Meeting Team
6	Day Scholar Team
7	Cultural Team
8	Sports Team
9	Competitive Examination Team
10	Technical Team
11	Maintenance Team
12	Excursion Team
13	Program Content Writeup
14	Antibullying Committee
15	Transportation Committee
16	School & Wellbeing Club
17	Heritage Club
18	Health & Wellness Club
19	Mental Health Advisory Panel
20	Eco Club
21	Natural Disaster Management Club
22	Zero Tolerance Policy
23	Service Book of Staff
24	Teachers Self-Assessment Rubric
25	Patents Teacher Association
26	Role & Responsibilities of Students Council
27	Quality Education Monitoring
28	School Beneficiary Satisfaction Policy

STATUTORY & REGULATORY BODIES

1	CBSE (Central Board of Secondary Education)	The school is Affiliated to CBSE
2	Employee Provident Fund Organisation (EPFO)	The school contributes towards employee PF deduction
3	Road Transport Office (RTO)	The school has formed a Transport Committee
4	Income Tax Office	The school makes the payment towards tax deduction
5	Local Administrative Body	Follows the guidelines and daily chore decisions made by local Government
6	CBSE Sahodaya, Training Portal and City Co-ordinator	Attributes its participation in all said departments

ACADEMIC & CCA RESOURCES

Sl. No.:	Names of Resources	Number of Units	Segment Primary | Middle | Secondary
1	Library	1	All
2	ICT Lab	1	All
3	Composite Science Lab	1	All
4	Math Lab	1	All
5	DNT Lab	1	All
6	Sound & Music Room	1	All
7	Smart Classroom	1	All
8	Auditorium	1	All
9	Indoor Games	1	All
10	Cricket Ground	1	Middle & Secondary
11	Football Field	1	Middle & Secondary
12	Basketball Court	2	Middle & Secondary
13	Volleyball Court	2	Middle & Secondary
14	Swimming Pool	1	All
15	Badminton Court	1	All
16	Enjoyment Park	1	All

CODE OF CONDUCT

Gurukul Gyanbag Centre for Education is considered among the best boarding schools in India. It aims to develop disciplined children who are punctual, gentle, truthful and sincere to themselves, their classmates and their country. By doing so, the students will make their stay comfortable and worthwhile, which will help the school organization to run smoothly. To ensure this the school adopts the following code, which every student has to follow strictly.

- Students should carry the diary to school daily.

- Students should be habitually clean and neatly dressed. The school uniform must be worn on all working days.

- Shouting and whistling is not allowed in the school.

- Each student must be punctual and regular in attendance.

- Changing of classrooms between periods, wherever necessary, should be done in silence and in an orderly manner.

- Students should take pride in caring for school property. Students must remember that it belongs to the school community and that they are a part of the school community. Care should be taken of class furniture namely computers, cupboards, desks and chairs etc. The habit of writing or carving names on benches and scratching is strictly prohibited. In case of deliberate breakage of any school property, the student will have to pay the cost of the equipment/property damaged along with a penalty of 50%.

- Valuable articles should not be brought to school.

- Students must converse in English at all times. Students must learn to speak softly, clearly and with courtesy.

- Student must not be rude/disobedient to teachers, prefects and wardens/matrons. Usage of abusive or offensive language in conversations is strictly prohibited.

- Students should not miss any teaching/games/activity period.

- Students are expected to follow the code of sportsmanship viz. stick to the rules, keep their temper cool, their body fit, have a stout heart in defeat, and pride in victory, have a sound soul, a clear mind and a healthy body while playing games.

- Students must be in proper sports uniforms when on the field.

- Hostels are out of bounds when school is in progress.

- Students should keep their bed tidy; with their belongings neatly in cupboards and trunks. The dormitory should always be neat and attractive.

- It is dangerous to tamper with electrical installations. Students should ensure that lights and fans are turned off when not in use.

- Students should not play with ball / racquet / bat / hockey stick in the dormitories and corridors.

- Students should not light incense sticks and candles in the dormitory.

- It is a crime to steal or destroy articles belonging to other students. If a student finds lost articles, they should hand them over to the House Master / Mistress.

Different aspects of Student Learning Outcomes

The intended student learning outcomes have been captured under four broad themes by studying various national documents. They are:

- Attainment and progress across all school subjects: arts, science, humanities, languages, sports and vocational subjects.
- Acquiring 21st century skills.
- Personal, social and emotional development.
- Strengthening of moral and ethical reasoning to gain internal consistency and intellectual conviction.

Attainment and progress across all school subjects

(Arts, sciences, humanities, languages, sports and vocational subjects)

Attainment and progress of students in learning is captured through assessment of learning outcomes. Within the Indian context, these learning outcomes have been developed by NCERT for the elementary and secondary levels.

Learning outcomes are statements which describe a desired type, state or level of learning to be attained by the students that is age and grade appropriate. Learning outcomes specify the knowledge, understanding, application, skills and attitudes that are essential to be acquired by students in schools. These are articulated as competency-based learning outcomes that are aligned with the objectives of the curriculum, pedagogical processes and assessment standards.

The measurement of learning outcomes undertaken through assessments are both qualitative and quantitative in nature. The assessment is a continuous and comprehensive process across all grades which in turn informs the teaching-learning process for improving learning outcomes. Further, students can also become self-assessors of their learning journey, giving 60 them a voice. This would provide a 360 assessment of students as envisaged by the National Education Policy, 2020.

Acquiring 21st Century Skills

Learning is complete and holistic only when a student is able to effectively perform and fulfil his/her responsibilities and duties towards self, school, family, society and above all, the nation. The goal is to nurture good citizens and responsible human-beings, well-aware of their potential and competence (CBSE, 2020). In the fast-changing world of work, students are required to acquire 21st century skills to navigate life beyond school. These skills will also equip them to cope with the changing socio-economic and political landscape and the unforeseen challenges of life.

As per the National Education Policy, 2020 'The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and learning how to learn … The goal will be to create a holistic and well-rounded individual equipped with key 21st-century skills.'

Above figure highlights some of the 21st century skills. In addition, the World Economic Forum also has identified the following as the top ten skills that students would need by 2025.

Personal, Social and Emotional Development

Besides scholastic pursuits, students have to be equipped to lead their life with a healthy mind and positive attitude. This results in schools pursuing the personal, social and emotional development of students. A school needs to inculcate:

- Human values such as empathy, respect for others, cleanliness, etiquette, courtesy, responsibility, integrity, spirit of service
- Life skills including cooperation, teamwork, communication, resilience, sensitivity towards others, inter and intra personal skills, self-awareness, social skills
- Happiness and wellbeing by focusing on developing a student's mental, physical, emotional, social and spiritual wellbeing

Strengthen Moral and Ethical Reasoning for Internal Consistency and Intellectual Conviction

National Education Policy 2020 emphasizes the development of moral and ethical reasoning among students to equip them to independently think and decide about the moral dimensions of life and society. Children develop moral reasoning through their experiences in life, from their family, school and society. Within the Indian context, society is bound through the constitutional values such as equality, pluralism, justice. This in turn would help students to act in a responsible manner by respecting others irrespective of caste, creed, gender, ethnicity, 63 ability, economic status, local context and geographical regions.

Schools, families and the community provide children with situations that expose them to apply moral reasoning for practicing ethical principles, adhering to commitments and mutual reciprocity. This results in developing the 'internal ethical compass' for value clarification. It guides children to make ethically appropriate decisions and strengthens moral literacy.

COORDINATION WITH STAKE HOLDERS

Stakeholders	Mode of Communication	Way of Involvement
School Managing Committee	Internal Meetings	Presence of all the core members
Parents	Through all means	Upgradation of child & involvement in other spheres
District Administration	External & Direct means	Any type of co-curricular activity organized through district administration
JNV & KV	Direct through Principal	Curriculum Development
Media	External & Direct means	Coverage of All the CCA Activities

ANNUAL PEDAGOGICAL PLAN COMMITTEE

Pedagogical Plan Committee:

Sl. No.:	Names	Designation	Role in PPC
1	P.P. Pritamdasji Swami	Chairperson	Advisor
2	Mr. Aashish H. Kacha	Director	Advisor
3	Mr. Amit Kumar	Principal	Curriculum Planning
4	Mr. Ravi Kanabar	Admin	Advisor
5	Mr. Sunny Kumar	TGT English	Advisor
6	Mr. Santosh Rai	TGT IT	Content Production
7	Mr. Mehul Lunagariya	TGT Hindi	Advisor
8	Mr. Shakti Kumar	TGT PET	Advisor
9	Mr. Sivaramkrishnan	TGT SST	Advisor

Consultations and discussions held for preparing the year plan

The Year Plan is prepared taking into consideration the suggestions and opinions given by the teachers based on reflections of the previous year and the directives given by CBSE with regards to assessment pattern, Art integration, learning outcomes, and the recommendations given by NEP. The core committee of the pedagogical planes has been set to achieve the proposed plan for the year 2024-25 but as per the commitment, if all the prospective are not followed the school shall try to fulfill the objectives in the progressive years. The motive is to create an environment where the preparing outcome could be achieved and the pupil could transform themselves into a life sustaining and environment friendly nation.

Goals to be Achieved:

- **Increase Student Proficiency**: Enhance proficiency in core subjects like math, science, and language arts.

- **Promote Critical Thinking**: Incorporate activities and lessons that develop critical thinking skills.

- **Implement Peer Observations**: Facilitate peer observations and feedback to improve teaching practices.

- **Enhance Mental Health Support**: Provide additional mental health resources and support for students.

- **Support Student Resilience**: Implement strategies to build students' resilience and coping skills.

- **Implement Green Initiatives**: Promote environmental sustainability through recycling and conservation programs.

- **Optimize Resource Allocation**: Review and optimize the allocation of resources to ensure they are used effectively.

- **Strengthen Facilities Management**: Ensure that school facilities are well-maintained and meet safety standards.

- **Foster a Growth Mindset Among Students**: Encourage a growth mindset by promoting perseverance and resilience.

- **Monitor and Improve Student Outcomes**: Regularly assess and analyze student outcomes to identify areas for improvement and implement necessary changes.

PEDAGOGICAL PLAN FOR LEADING LEARNING

Descriptor 1: Engaging in Teachers Professional Development

Step 1	Step 2	Step 3	Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**Timeline for implementation**	**What will be the impact look like?**
Actionable: Regular & continuous opportunities for comprehensive & Professional learning. Workshops & seminars are rarely organized	Teachers workshop & webinar would be emphasized	Compulsory training attendance. Remit of renumeration in incurred in training	Director & Principal	September onwards	60 to 70 % changes could be observed
All teachers do not attend fifty hour of training session	Engage teachers' participation towards professional development	Provide support & regular feedback of their teaching & learning outcome	Director & Principal	September onwards	60 to 70 % changes could be observed
Traditional teaching is prevalent	Emphasized more on learning outcome through conceptualized teaching	Different publisher books provision to the teachers for more practice	Director & Principal	September onwards	60 to 70 % changes could be observed
Teachers do not take initiatives of technical learning	Change in teachers & digital literacy would be emphasized	Promote computer teachers for training & digital literacy & implementing digital classrooms	Computer teacher & Digital Network personals	September onwards	60 to 70 % changes could be observed

Descriptor 2: innating innovations in School.

Step 1	Step 2	Step 3	Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**Timeline for implementation**	**What will be the impact look like?**
Actionable: create opportunity for student learning and innovation. Occasionally provide opportunities for students to innovate	Increase the number of opportunities given the students to innovate through science, IT teachers and DNT teacher	Fortnight one hour problem and brainstorming program can be introduced	Science and IT Coordinator	October 2024	60% students will be able to solve the problems
Field trip and entrepreneurial ship skills in lagging	Students would be taken to different industries and innovative areas for learning	Organize field trips quarterly	Field Tip Coordinator	June onwards	Students will learn about different aspects of production and manufacturing
Career counseling is lacking	Qualified career counselor would be invited for a monthly visit	Monthly counselor would be invited	Director and Principal	June onwards	Children would bet a better prospect for their future
Visit to science and technical setup is lacking	Prepare for visit to IIT Gandhinagar and ISRO Ahmedabad	Will be discussed as per the convenience of time	Director and Principal	December 2024	Children would gain knowledge of basic principalities and their common utilization
Innovation ambassador is not developed	One teacher would be prepared for innovative ambassador program	Provide resources and required things for completion	Principal	November 2024	One the teacher gets the experience; it could be levied on to the children

Descriptor 3: Leading the Teaching Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**Timeline for implementation**	**What will be the impact look like?**
Actionable: following the traditional mode of teaching	Help the teaches to develop professionally	Workshops and CPB would be encourage among teachers	Director & Principal	March 2025	Professional teachers would produce
Students following the rote learning process	Smart learning and conceptual learning would be emphasized	Problem solving and practicing would be encouraged among children	Subject teachers and coordinators	September 2024	50 to 60 & children improvement would be expected
Minimum usage of peer education system	Children wound be transformed and delivered the benefits of peer education	Good students would be mentored to help their peers	Wellness and subject teachers	September 24	Performance of week children would enhance
Children not obeying and following	More synchronized and disciplinary actions would prevail	Teachers and class prefects' coordination would produce the outcome	Class teacher and Discipline incharge	September 2024	More disciplined and respect full children would be produced

Descriptor 4: Developing a learning culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**Timeline for implementation**	**What will be the impact look like?**
Actionable: Average learning outcome	Improvement in teaching learning pedagogy	Emphasized more on conceptual learning	Teachers and Coordinators	Throughout the year	Children will improve in their academics and understanding level would increase
Teachers' adaptability towards NEP is meagre	More workshops would be conducted	Enrollment of teachers in different workshops and their feedback and feedforward would be taken	Director and Principal	Throughout the year	More organized facilitators
Rote learning pedagogy is more prevalent	Core learning, thinking skill and creativity skill would be emphasized	Teachers would teach through practical learning compare to theoretical more	Teachers and Coordinators	Throughout the year	Students will be competent

Descriptor 5: Building an inclusive culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**Timeline for implementation**	**What will be the impact look like?**
Actionable: Create an environment of acceptance	Establish and celebrate the differences of natural human diversity	Open window for all sections for the society	Director and Principal	Throughout the year	Broad mindset
Adopt inclusive teaching practices	Provide teachers opportunity to work in teams

Promote improvisation | Workshop and visit to related Doctors would improve | Director and Principal | Throughout the year | Down trodden children will also be benefitted |

RATING SCALE FOR ACCESSING THE CURRENT STATUS OF PRACTICING PEDAGOGICAL LEADERSHIP FOR LEADING LEARNING

Descriptor 1: Engaging in teachers' Professional Development							
Actionable	**Sub – points in the actionable**	1	2	3	4	5
Ascertain the needs for professional development through collaborative practices	Co-construct mechanisms with faculty, that suit the context of the school, in order to identify their professional needs (e.g.: co-create rubrics, checklists, rating scales with faculty).			√		
	Use these co-constructed mechanisms on a regular basis.			√		
	Engage in a dialogue with individual teaches to identify individual needs and the way forward.				√	
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.				√	
	Establish SMART targets for teachers.			√		
Create opportunitiesfor continuous and comprehensive professional learning.	Encourage teachers to observe and study effective instructional practices of colleagues in theirown school as well as in other schools, where possible.				√	
	Organize in-school workshops, training and talks calling experts and also by the school leaders that are based on identified school needs.				√	
	Encourage teachers to enroll for online professional courses for advanced learning.			√		
	Hold teacher seminars where best practices shared across grade levels and subjects.			√		
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliver it on educational discourse.			√		
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.			√		
Promote reflective thinking and meta cognitive thinking practices among teachers.	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.				√	
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.			√		
	Encourage with teachers to deconstruct what student-centred learning processes look like in a classroom and a role of a teacher in such a classroom.				√	
	Challenge teachers to continually examine the extent to which their practices support student learning.			√		
Empower teachers to become agents of change.	Believe in teachers' ability to seek and provide solutions				√	
	Practice distributed leadership to improve overall school systems, processes, and environment.				√	
	Create a collaborative culture in the school for teachers to work together.				√	
	Encourage teachers to identify areas of the school where change could be brought through Action Research.				√	
	Develop teachers' capacity to undertake Action Research.			√		

Descriptor 2: Initialing innovations in the school						
Actionable	**Sub – points in the actionable**	**1**	**2**	**3**	**4**	**5**
Creating a culture of innovation.	Build expertise, knowledge and necessary skills of teachers and students.			√		
	Provide the freedom to explore and the time for ideas to incubate and develop.				√	
	Allow flexibility and risk – taking with no fear of judgement.			√		
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.				√	
	Promote a growth mindset where failure is seen as a steppingstone to success.			√		
	Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.					√
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.			√		
	Develop professional learning communities for sharing ideas, best practices, and innovation.			√		
	Encourage and support teachers to try out new ideas.				√	
	Encourage collaboration and set aside time for planning.				√	
	Lead discussion on alternative practices and their relative merits.			√		
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.			√		
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.		√			
Create opportunities for student learning and innovation.	Allow for exciting juxtaposition of ideas that if free from rigid subject boundaries.			√		
	Encourage inquiry- based learning by building critical thinking and problem – solving approach.			√		
	Focus on competency building by encouraging applications of concepts, experiential and hands – on learning through innovations.			√		
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.				√	
	Give voice to student ideas encouraging them to take initiatives at school.			√		
	Widen students' perspectives and horizons by inviting experts for different fields.			√		
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.			√		
	Develop skills and behaviours needed for innovations and encourage self – reliance by providing opportunities like genius hour, coding hour, STEM lab and online/digital platforms.			√		

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

Descriptor 4: Developing a learning culture						
Actionable	**Sub – points in the actionable**	**1**	**2**	**3**	**4**	**5**
Create the 'social glue' by building a culture of trust and self-improvement.	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.					√
	Practice the habit of 'understand others and seeking to be understood by others'				√	
	Encourage positivity and empathy among stakeholders.				√	
	Create opportunities for staff and students' wellbeing.				√	
	Celebrate success stories with the larger school community.				√	
	Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.				√	
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.				√	
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.				√	
Develop policies and systems that support a culture of learning by including all stakeholders.	Establish an open – door policy and transparent communication amongst stakeholders.					√
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safe guarding, health and safety, cyber safety, behavior management etc.					√
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.				√	
	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.					√
	Ensure decisions are backed by research and are data driven.				√	
Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.			√		
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.			√		
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.			√		
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.			√		
	Encourage students to use assessments as feedback and as an opportunity to learn.			√		
	Develop students' ability to reflect on their own strengths and areas of development across subjects.				√	
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.				√	
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.				√	

Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.			√		
	Support and build a climate for adopting innovative instructional strategies for effective learning.			√		
	Establish norms for sharing best practices and innovation in the school that lead to healthy and constructive academic debates.		√			
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.				√	
	Guide teachers to utilize data for effective planning and execution of instructional plans.			√		
Make parents active parents in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey.		√			
	Engage parents to collaborate and participate in various school activities.		√			
	Hold workshops and seminars on parenting and other relevant topics.				√	
	Invite parents to address students on their chosen careers or areas of expertise.			√		
	Create Parent Groups that work with the school principal on improving and strengthening school systems.		√			

Descriptor 5: Building an inclusive culture

Actionable	Sub – points in the actionable	1	2	3	4	5
Create an environment of acceptance.	Establish shared beliefs of respect and care.				√	
	Celebrate differences as natural human diversity and treat them as an opportunity to learn.				√	
	Promote social interactions among students and with teachers.					√
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community.				√	
	Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.				√	
Formulate inclusive policies and structures.	Build knowledge and skill to teach a diverse group of learners through continuous professional development.			√		
	Optimum utilization of material and human resources.			√		
	Enhance engagement and value the achievement of all learners.			√		
	Emphasize group processes and a problem –solving approach.			√		
	Practice distributed leadership that seeks to empower and inspire participatory decision - making.			√		
Adopt inclusive teaching practices.	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.				√	
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.				√	
	Promote improvisation, risk taking and evolve innovative strategies.			√		
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.			√		

		1	2	3	4	5
	Monitor, track and support children who are at risk of exclusion, marginalization orunderachievement.			√		
Support students learning.	Encourage buddy support or peer learning and child- to-child co-operation.				√	
	Encourage flexible grouping of students during learning.				√	
	Identify gaps, plan for early intervention and individualize learning.			√		
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.				√	
	Use positive behavior and support strategies to address behavior issues.				√	

Descriptor 6: Becoming and begin a 'Self-aware' leader

Actionable	1	2	3	4	5
Know yourself better by using tools like the Johari Window and identifying strengths and areas of development		√			
Self – assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layer 1 and 2 of the pedagogical leadership framework.			√		
Take feedback from teachers, students, parents and SMC on their perception of your work, value skills, dispositions acrossdescriptors detailed in layers 1 and 2 of the pedagogical leadership framework.			√		
Analyze feedback received from stakeholders and map it to the self-analysis.			√		
Develop a Personal Development Plan to enhance yourself as a pedagogical leader.			√		