BABA GANDHA SINGH PUBLIC SCHOOL

Barnala (Punjab)

PEDAGOGICAL LEADERSHIP PLAN

INTRODUCTION

This school is named after the great Saint Baba Gandha Singh Ji. He was the follower of Guru Gobind Singh Ji and a great follower of Nirmala Sampardaya, later the successor of Nirmala Sampardaya. Mahant Gurbachan Singh Ji founded the trust named Baba Gandha Singh Education Trust with a great vision and mission. The School draws its inspiration from the great ethical and moral principles enshrined in the teachings of the Gurus.

Baba Gandha Singh Public School, Barnala is an English Medium, co-educational school affiliated to the Central Board of Secondary Education, New Delhi.

The school is one of the largest and oldest schools of the region and conducts classes from Nursery to Class XII. The school is spread in an area of 13 Acre 7 Canals and has excellent infrastructure facilities with Football, Handball, Volley ball and Basketball fields in a Green and Clean environment. The school also boasts of an indoor auditorium accommodating all students for various indoor activities.

AIMS & OBJECTIVES

The school lays stress in the all round development of its pupils and trains them mentally, spiritually and physically to face the world of tomorrow in every sphere of activity by:

- Helping the students to become mature, spiritually oriented and build their character by installing in them the love of truth and honour based on the universal teachings of the Gurus.
- Inculcating the spirit of Team Work and Comaraderie along with healthy competition and promoting a spirit of service and loyality towards the nation.
- Teaching them to build a healthy mind and strong body through various co-curricular activities and sports and games.

VISION

- The aim of the school is to ensure an all round development of personality of its students and train them mentally, physically and spiritually to face the modern day world in every sphere of activity. Good education is one of the essential ingredients for success in life.

MISSION

- To provide quality education at an affordable cost and empower all students to apply the acquired skills and knowledge to become successful in life and become better citizens.

• PHILOSOPHY STATEMENT

The school is committed to provide the highest quality of education for all in an environment conducive for students, staff and Parents. Also encourage and ensure the students reach their full academic, social and Physical potential in a fair, positive and consistent environment.

PROCESS IMPROVEMENTS UNDERTAKEN FOR INCREASING EFFECTIVENESS OF THE TEACHING AND LEARNING PROCESS

- ➢ Computer-aided teaching, through Smart Classes.
- ➢ Model teaching using audio-Visual Aids
- ➢ Sports Camps & District Sports Meets
- ➢ Seminars, Quizzes and Projects
- ➢ Inter Houses and Inter Schools Competitions
- ➢ Remedial Teaching for Slow Learners
- ➢ Communication in English Practice on daily basis
- ➢ Model Answer Presentation for each lesson for board classes
- ➢ Academic and Educational Workshops
- ➢ Surprise Tests and Examinations
- ➢ Number of Parent Teacher Meetings
- ➢ Seminars for Students, Parents and Teachers
- ➢ Counselling
- ➢ The school adapts itself to the changing technology to meet and surpass customer expectations. Art, Crafts and IT have been integrated into all activities of the School and it is planned to make all teachers IT literate by the end of the academic session.
- ➢ Paper Setting through assessment module of educational software.
- ➢ Science, Maths, Social Science an Arts exhibitions.

FACTUAL APPROACH TO DECISION-MAKING

The Baba Gandha Singh Public School, BARNALA has always believed in using data collected formally and informally to decide upon its future strategies and also upon the effectiveness of its present strategies. Primary and Secondary data is collected for measuring and monitoring parameters like customer satisfaction, educational needs, training needs of teachers, examination results, vendor pre-qualification etc. This data is used for decision-making for continual improvement.

PURPOSE OF THIS BOOKLET

The Baba Gandha Singh Public School, BARNALA Pedagogical Leadership Plan proposes a framework consisting of several elements that help in proper assessment of teaching learning process by the school leader and smooth functioning of day to day activities of all Baba Gandha Singh Public School, Barnala. The objective of this document is to enable in decision making at appropriate levels. Help streamline processes, provide a basis for individual and departmental accountability.

PEDAGOGICAL LEADERSHIP

➢ Support teaching and learning in the schools

It involves instructional leadership so as to support classroom teachers in performing their major role of executing the curriculum, and transforming teaching and learning by establishing the norms of persistent quality improvement. So as to ensure mandatory adoption of learning outcomes based on teaching and learning in all the schools, the duties that adhere to this role are implementation of the prescribed curriculum and transformation of the methods of learning and teaching by formulation of organizational norms that ensure quality improvement persistently. Teachers are expected to be updated with all the latest ideas and tools that are being used and implemented currently. Also, the Principals are required to indulge in discussions and learn the best of practices from other Principals etc. They can also arrange for visits of the teachers of other schools.

➢ Support Classroom Teachers for Implementing the Curriculum
➢ Learning Targets

Each subject can be broken down into a number of modules. For example, perceptual training and motor co-ordination are essential modules in the subject of Perceptual Motor Training. It will be more beneficial to the children if these learning targets are defined in terms of different types of outcome such as skills, behaviour, knowledge, attitudes, values and interests.

➢ STEPS FOR PLANNING LEARNING TARGETS

The teacher should plan the learning targets that make up the modules in the following four basic steps:

❖ Specifying Learning Targets in Behavioural Terms

All learning targets should be expressed in observable behaviour or skills. For example, when instructed, the children are to button up their shirts with six buttons for four times. Each learning target in its written form should contain the following elements:

A) Target Behaviour – this is the behaviour that the children are expected to achieve after learning or mastering the target.
B) Pre-requisite Skills – these are the basic skills that the children should have mastered before learning other more difficult skills.
C) Instruction and Materials required – this refers to the instruction and materials required for teaching. The conditions under which the instruction should be given may sometimes be included.
D) Criteria of Success – This refers to the number of successful performances of a target skill required out of a fixed number of attempts before the target skill is considered to have been mastered by the children.

❖ Setting Teaching Priorities

A very important part of curriculum implementation is that the teacher should consider carefully the order in which learning targets should be learnt. It is logical to put learning targets requiring lower level skills before those requiring higher level skills, for example, teaching the children to draw lines before teaching them to write. In some cases, the targets themselves may form a definite sequence or hierarchy when the skills actually come in a continuous or chained sequence, for example, putting on a shirt and buttoning it up. Some higher level targets can be learnt more quickly after the pre-requisite skills have been mastered. For example, learning to write will become easier when eye-hand co-ordination skill has been acquired. It follows that unrelated targets can be learnt in any order.

❖ Specifying Baseline Assessment Procedures

This is the specification of the procedures to identify the current skill level or the pre-requisite skills of the children. The assessment enables the teacher to know whether or not the children have acquired the pre-requisite skills required for learning the target.

Procedures for Writing Programmes to Teach Target Skills

With the pre-requisite skills of the children known, the teacher can then design learning materials to help them achieve the target skills. The learning materials should be designed in small steps and in order of difficulty. The teacher should choose the appropriate step for the children according to their pre-requisite skills, so as to bridge the gap between their pre-requisite skills and the target skills.

❖ TEACHING APPROACHES

To teach target skills effectively, the following teaching approaches are suggested:

(1) Modelling

Children learn by imitating other people's behaviour. Modelling therefore underlies most of the learning activities. The teacher can either demonstrate the behaviour to be learnt or point out the target behaviour performed by other children and encourage the children to imitate it.

(2) Task Analysis

Task analysis is a way to break down target skills into smaller steps according to the children's abilities and learning needs. The teacher can then teach the steps in a planned sequence. Task analysis should be used with flexibility to help the children with further difficulties in learning the planned steps. Once the difficulty is overcome, the original teaching steps can be resumed until the target skill is achieved.

(3) Chaining

This means breaking down a target skill into a series of steps to describe the action to be performed in sequence. The sequence can be written in a forward or backward order, depending on the nature of the target skill to be learnt. For example, most dressing and undressing skills can be taught by chaining. The more effective approach to teach dressing skills is backward chaining because this would ensure that the children will be able to complete the task. Forward chaining would be more appropriate in teaching target skills such as operating a washing machine or writing one's own name.

(4) Discrimination Learning

When the target skill to be learnt involves choosing the right answer, discrimination learning is a more effective approach. For example, a child is given several choices (including some distracters) from which to pick out the correct answer. In this approach, it is necessary to control both the characteristics and the number of the distracters used. At the initial stage, the difference between the distracters and the target choice should be as great as possible and the number of distracters used should be as small as possible. That means the strength of the distracters should be low (e.g. a circle and a big square, then a circle and a square, and finally a circle and an eclipse). As the child begins to master the initial step, the number of distracters used can be increased gradually.

The following are ways to Teach target skills:

(1) Prompting

This skill can be used at any stage of the programme. There are various kinds of prompts: physical guidance, physical prompts, gestures, verbal prompts, eye pointing, etc. Prompts should only be used when required and should be faded out as soon as the children demonstrate certain degree of mastery.

(2) Shaping

This refers to the increase in precision in the behaviour to be performed. It involves successive approximation of the target behaviour. Another aspect of shaping which is not so obvious is the shaping of the target behaviour by manipulating the materials used. An example of this is teaching the children to thread a needle with a big eye using thick thread and then gradually increasing the precision by using an ordinary needle and sewing thread.

(3) Fading

This means gradual removal of the various prompts as the children begin to master the target behaviour. At the initial stage, the teacher can use prompts with more help. Then at a later stage, he can use prompts with less help. One common example is the gradual removal of the strokes of a word when teaching the children to write.

❖ GROUP TEACHING

Quite often, the teacher is faced with a class of mixed abilities or with different behaviour problems. They will have to teach them in groups or individually. The following are forms of grouping under taken:-

(1) SMALL GROUP TEACHING
Small group teaching means splitting the class into different ability groups and teaching the children with different approaches. This would help the children learn by imitating and helping each other and apply what they have learnt to other situations. Small group teaching also helps to reinforce the children's ability to communicate and co-operate with each other. Take the teaching of colour concept for instance. The teacher can set the children's baselines according to assessment results and split the class into three groups as follows:

A) Junior group - In this group, the concept of red and blue colours is taught. The children are taught through a matching game to put the cubes into boxes of corresponding colours

B) Intermediate group - In this group, the concept of red, yellow, blue and green colours is taught with one type of teaching aid, such as cubes. The children are asked to pass cubes of the same colour to the teacher and name the colour after him.

C) Senior group - In this group, the concept of red, yellow, blue, green, black and white colours is taught with different types of teaching aids which include cubes, beads, Lego, etc. The children are asked to pick up different things of the same colour and name the colour when the teacher picks up one thing. If the children can name the colour correctly, the teacher will ask them to pick out things of the same colour from the cupboard according to instructions.

2) INDIVIDUAL TEACHING
This allows learning materials to be tailored to meet the specific needs of individual children. The teacher can focus his attention exclusively on individual children and likewise the children only need to attend to one teacher and one set of learning materials during this period.

❖ ONGOING RECORD-KEEPING

A comprehensive curriculum design should include ongoing assessment and a clear record of progress. This will ensure that teaching procedures will be consistent and continuous. This consistency and continuity will in turn ensure that the planned programmes will match the actual progress of the child

❖ ORGANIZATION OF RESOURCES

Successful curriculum development also depends upon the effective utilization of resources in the school and in the community, particularly human resources. All members of staff will contribute to curriculum development in terms of knowledge and experience. Through regular contacts with the children, the teacher can identify the range of knowledge, concepts, skills and attitudes which need to be developed in them. His understanding of the children's learning needs will enable him to see the different parts of the curriculum as an integral whole. Parents are also valuable resources of the school. They should be encouraged to participate in curriculum

development and to follow-up at home on what their children have learnt at school, thus reinforcing their learning. This joint effort between the school and the parents will contribute much to the education of the children. The effective use of space in the school helps to develop in the children an awareness, understanding and appreciation of their surroundings. Physical constraints can be overcome by careful planning and flexible utilization of teaching bases and common areas. Arrangements within the classroom can be varied to suit different teaching purposes. Community resources should be utilized for teaching purposes as well. Appropriate use of these resources will help to enhance the children's understanding of the people around them, their role in society and the relationship between people and their environment. Therefore, facilities available in the community should be used or introduced to the children to enrich their life experiences.

❖TIME ALLOCATION

Time allocation is one of the major concerns in curriculum planning. The School has laid out guidelines for organising curriculum in terms of content and time allocation. Basically, flexibility should be allowed so that the varied needs of different backgrounds, classes and individual children can be met. In designing a time-table, apart from classroom availability, options, etc., other variables such as the children's abilities and learning needs should be given prior consideration. At different stages of development, the children require different skills to help them cope with those needs which are characteristic of a particular developmental stage. Priority of learning should therefore be given to these skills and emphasis in training should vary according to the present and future goals of these children. The understanding of the children's needs will facilitate time-table arrangements, with due weight given to various subject areas. Apart from basic and functional academics, the children also need to develop their capacity to respond appropriately to sensory and social experiences, regardless of their ages and abilities. This involves the exploration and understanding of aesthetic and creative experiences, which may be integrated in any part of the curriculum. Music, Art and Craft and Physical Education contribute particularly to such development. The children also need to acquire these skills as leisure time activities. In considering the allocation of time to these areas of learning for both the junior and senior sections of the school, similar emphasis should be given.

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❖CLASSROOM ARRANGEMENTS

Classroom arrangements should provide a favourable environment and atmosphere conducive to learning. This requires good planning in the use of space, arrangement of furniture, display of learning materials, etc. Flexibility will be allowed so that the arrangements can vary according to the type of learning activity adopted at the time. To provide the children with maximum exposure to a diversity of learning environment and experiences, these learning corners and interest areas serve different purposes. For example, the reading corner is for the display of light reading materials for casual reading; the educational toys corner is for the children to learn through play; the nature corner serves to nurture in the children the love of plants and animals as well as the way to look after them and the creative work area helps with the development of creativity in the children. To enhance the

learning environment, display boards are valuable display areas for the children's work, group projects, charts, diagrams, photos, cut-outs from newspapers or magazines, etc. all of which have much to contribute to the children's learning and enhance their sense of achievement.

❖CURRICULUM TRANSACTION

The Baba Gandha Singh Public School, BARNALA shall follow curriculum transaction as per the CBSE guidelines. Text books and work books prescribed by the NCERT in the subjects of Hindi, English, Mathematics, Science and Environmental Studies & Social studies will be followed in CBSE affiliated Baba Gandha Singh Public School, BARNALA in all the classes. Text books published by the NCERT and as used in CBSE schools are generally prescribed in Baba Gandha Singh Public School, BARNALA in classes I to VIII Wherever the NCERT has not published any text book, those published by NBT, or the Publications Division and used in Kendriya Vidyalaya will be used. In classes IX & X the textbooks as recommended by the CBSE will be used.

❖TEACHER DEVELOPMENT

Development of teachers will be undertaken through in-service teacher training programs Principals and Counsellors conference meet to be held bi-annually Leadership training program shall be conducted for Principals bi-annually and Annual training program can be conducted for Co-Curricular teachers (can be done Zone-wise)
The school will take steps to provide reorientation to its entire teaching staff, at least once in five years. Such orientation may be organized by the school itself or in collaboration with other schools or by the State or Regional Institutions or by the Board or by a National Agency.

❖PERFORMANCE MEASUREMENT

Periodic Teacher Training every year to take care of development of attributes among teachers. System of monthly reviews will be followed for the first 5 months of the academic year
  ➢ MR1 (Monthly Review): Check status against goals Set / KRAs
  ➢ MR2: Follow-up on the previous review report
  ➢ MR3: Specific feedback pertaining to areas of improvement
  ➢ MR4: Reviewing improvement action plan
  ➢ MR5: Feedback from interested party (student, parent, peers) Continuous
       o Comprehensive Evaluation to be done against the attributes.

❖MORNING ASSEMBLY:
The School will begin with the morning assembly for which at least 15 minutes should be kept apart. The morning assembly should include the following: School prayer, silent prayer, thought for the day, news & views, talks on various topics, Community Songs and Value education programs, speech of Principal & Teachers etc.

❖ASSESSMENT

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended.

Assessment should not be seen as something external to the learning process or something added on at the end of a learning sequence simply for administrative purposes or as a means of reporting to parents. Rather, it is an integral part of effective learning, whereby the children are provided with feedback on their progress. The teacher should plan in his scheme of work the learning experiences which he will provide for the children. Similarly, as part of his scheme of work, he should also plan the assessment of the children's progress.

Purposes of Assessments:

A) To identify the children's learning needs;
B) To help the teacher plan educational programmes for the children;
C) To indicate which specific educational objectives have or have not been achieved;
D) To serve as continuous evaluation.

Process in Assessment:

A) Identifying the children's learning needs.
B) Assessing the children's baselines in specific subjects and establishing their pre-requisite skills.
C) Setting learning objectives.
D) Implementing curriculum programmes.
E) Implementing co-curriculum programmes.
F) Evaluating the effectiveness of curriculum programmes & Making adaptations to curriculum programmes.

1. METHOD OF ASSESSMENT

When evaluating the children's performance in terms of specific criteria set, the teacher has to analyse the curriculum and the method of instruction used before he can develop appropriate assessment to identify the children's learning needs. In order to gather relevant information and collect observational data, assessment designed by the teacher should be used to measure the children's specific skills and abilities. The assessment may be in the form of checklists, paper-pencil tests, interviews or observation of the children engaged in activities. They should be individually administered both at the beginning and at the end of the teaching period, so that the children's progress can be measured. The assessment results will then reflect the children's strengths and weaknesses. Assessment is thus an important part of the teaching process.

2. FOCUS ON ENTIRE STUDENT LEARNING ACTIVITIES.

Value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyality for personality/character development of the individual per se without situating them in the prevailing social, cultural realities and conditions. Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on. From broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfilment for success in life and work. From societal perspectives, education aims to prepare young people to contribute to the society/nation and world around. In neither case however, education is to be perceived as an outcome but as an

experience in itself, which will enable student to live safe, healthy and fruitful life and become responsible citizens who make positive contributions to the society.

❖ SYSTEM OF ASSESSMENT & EXAMINATION (CLASS I – XII)

SUBJECT	TERM – 1 (1st half of the session) 20 marks Periodic Test + 80 marks for Half Yearly Exam		TERM – 2 (2nd half of the session) 20 marks Periodic Test + 80 marks for Half Yearly Exam	
ENGLISH	PA 20 marks	Half yearly Exam	PA 20 marks	Yearly Exam Written Exam For 80 Marks with syllabus coverage as below:
HINDI	-Periodic Test 10 marks		-Periodic Test 10 marks	Class I to VI: 10% of 1st Term Syllabus + Entire Syllabus of 2nd Term
PUNJABI		Written Exam For 80 Marks		
MATHEMATICS	-Notebook submission 5 marks at term end		-Notebook submission 5 marks at term end	Class VII: 20% of 1st Term Syllabus + Entire Syllabus of 2nd Term
SCIENCE				Class VIII: 30% of 1st Term Syllabus + Entire Syllabus of 2nd Term
SOCIAL SCIENCE	-Subject Enrichment 5 marks at the term end		-Subject Enrichment 5 marks at the term end	

1. <u>Subject Enrichment Activities:</u>

These are subject-specific activities aimed at enhancing the understanding and skill of the students. These activities are to be carried out throughout the term; however, they should be evaluated at the term-end.

➢ **<u>Languages:</u>**

Aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the language measures and include:-
- Speeches during assemblies
- Speeches during zero period
- Quiz and Grammar Contest
- Competitions
- Story Telling sessions
- Word Power Contests
- Essay & Activity based learning
- Plays
- Reading Sessions.
- Grammar Board

➢ **<u>Mathematics:</u>**

For the activities in mathematics, Practical work and activities in Maths to be undertaken as suggested by the NCERT syllabus and textbooks.

➢ **<u>Science:</u>**

Practical work and activities in Science to be undertaken as suggested by the NCERT Syllabus and textbooks.

➢ **<u>Social Science:</u>**

Map or the project work to be undertaken as suggested by the NCERT syllabus and Textbooks.

Grading Scale for Scholastic Areas (Classes I to V) (School will award grades as per the following grading scales)		Grading Scale for Scholastic Areas (Classes VI to XII) (School will award grades as per the following grading scales)	
Mark Range	Grade	Mark Range	Grade
91-100	A1	91-100	A1
81-90	A2	81-90	A2
71-80	B1	71-80	B1
61-70	B2	61-70	B2
51-60	C1	51-60	C1
41-50	C2	41-50	C2
33-40	D	33-40	D
32 & BELOW	E (Need Improvement)	32 & BELOW	E (Fail)

❖ CO-SCHOLASTIC ACTIVITIES (Classes I – XII):

For the holistic development of the student, co-curricular activities in the following areas be carried out by the teachers and will be graded term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The

aspect of regularity, sincere participation, and output as teamwork is the generic criteria for grading in the following co-scholastic activities.

A) Work Education:
Work education refers to skill based activities resulting in goods or services useful to the community.

B) Art Education:
(Visual & Performing Art)

C) Health & Physical Education:
(Sports / Yoga/ NCC etc.)

DISCIPLINE:
(Class I – XII):
The student will also be assessed for the discipline, which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and other. Grading on discipline will be done term-wise on a 3-point grading scale. (A=Outstanding, B=Very Good and C=Fair).

Scholastic Evaluation:
(Class Nursery – Pre Nur):
There is continuous observation for nursery to prep. The entire academic year is divided into two terms & student's evaluation record is given term wise to parents, i.e., in the month of September & March.

RULES FOR PROMOTION:

1. Promotion is made based on the grades obtained in the Annual Assessments.
    Minimum qualifying grade in scholastic is D or (33% marks) in all subjects.
2.   A student must have at least 75% of attendance.

Activity Calendar

Month	Date	Day	Activity
March 2019	16th	Saturday	Staff Report
	18th	Monday	**New Session Starts**
	19th	Tuesday	Nursery Students Report
	30th	Saturday	Oral Tables Recitation (II-VII)
April 2019	6th	Saturday	Classroom & House Display Board Contest (first)
	12th	Friday	English Creative Writing Contest (I - X)
	22nd	Monday	Earth Day- Eco Club Activity, Science Activity (VI-X)
	26th	Friday	Inter-house Handball and
	27th	Saturday	Inter-house Football (VI-X)
May 2019	4th	Saturday	Mental Ability Test (III-XII)
	6th	Monday to	Height & Weight Measurement (Ny to X)
	10th	Friday	
	13th	Monday to	I UNIT TEST (NY - XII)
	18th	Saturday	
	25th	Saturday	Punjabi Poetry Recitation I-V / Clay Moulding Ny-II
	29th	Wednesday	Anti Drug Day (Poster making Contest VI-XII) (Greeting Card Making Contest I - V)
	31st	Friday	Parent-Teacher Meeting 8am to 1pm (Ny-XII)
June 2019	1st	Saturday	Summer Vacation Begins
	1st	Saturday to	Extra Classes (X & XII)
	8th	Saturday	
July 2019	8th	Monday	Staff Report
	9th	Tuesday	**School Re-opens**
	15th	Monday	English Extempore (XI & XII)
	20th	Saturday	Inter-house English Poetry Contest (I-VIII)
	27th	Saturday	Inter-house English Debate (IX & X)
August 2019	3rd	Saturday	Self Introduction & Rhyme Recitation (Ny & KG) English Paper Reading Contest (II - V)
	9th	Friday	Word Making Contest (Ny-II) English Story Telling Contest (III - V) Punjabi Creative Writing Contest (VI-X)
	17th	Saturday	English Calligraphy Contest (I - X)
	24th	Saturday	G.K. Quiz Primary Wing (III - V)

Do it now, sometimes 'later' becomes 'never'

Month	Date	Day	Activity
Sept. 2019	9th	Monday to	Half Yearly Exams (Ny - XII)
	23rd	Monday	
October 2019	1st	Tuesday	Classroom and House Display Board Competition (Second)
	5th	Saturday	Parent-Teacher Meeting 9am to 2pm (Maths, Science & Social Science Exhibition (Primary) Creative Art & Social Science Exhibition (VI-XII)
	11th	Friday	Inter-house /Inter-class G.K. Quiz (VI-X) / (XI &XII)
	15th	Tuesday	Fancy Dress Competition (Ny & KG)
	24th	Thursday	Sports for Primary
Nov. 2019	1st	Friday	Annual Day (Primary)
	2nd	Saturday	Annual Day (Secondary)
	11th	Monday	Shabad Gayan Contest (VI-X) & Turban Tying Contest (VI - XII)
	23rd	Saturday	Pre-Examination Parent-Teacher Meeting (VIII-XII)
December	2nd	Monday	Registration for Nursery Begins
	7th	Saturday to	II UNIT TEST
	13th	Friday	
	20th	Friday	Completion of Class XII Syllabus
	27th	Friday	Completion of Class X Syllabus
	28th	Saturday	Parent-Teacher Meeting 9am to 2pm (Creative Art Exhibition - Primary) (Maths & Science Exhibition VI-XII)
	30th	Monday	Winter Break Starts
			Happy New Year 2020
Jan. 2020	6th	Monday	School Re-opens
	7th	Tuesday	Pre-Board Exam Class XII
	10th	Friday	**Barsi Late Mahant Gurbachan Singh Ji**
	13th	Monday to	Height and Weight Measurement (Ny-X)
	17th	Friday	
	28th	Tuesday	Pre-Board Exam Class X
Feb. 2020	17th	Monday	Annual Exams (Ny-IX & XI
March 202	10th	Tuesday	Declaration of Annual Result

The surest way not to fail is to be determined to succeed.

1. Develop School resources:
Climate change is now a great global challenge. In this direction, schools are urged to formulate and put in place their school-based environmental policy with an aim to enhance students' environmental awareness, develop their environmentally friendly attitude, and promote green practices and environmental education. Schools should join hands with staff and students to implement various measures to use resources effectively, and avoid and reduce waste.

Formulation of School Environmental Policy:
A) Promotion of Renewable Energy in Schools
B) Measures to Save Resources and Reduce Expenses

C) Economy in Use of Paper/Envelope
- Use blank side of used paper for drafting
- Print on both sides of paper
- Use recycled paper
- Minimize photocopies
- Reuse envelopes or use transit envelopes
- Do not use envelopes for unclassified documents
- Communicate within and outside school by e-mail (including exchange of information, issue of invitation)
- Use the format of electronic files to keep and release school information
- Urge staff to use their own cups instead of paper cups
- Check the settings before photocopying or printing
- Use photocopiers and printers equipped with double-sided printing function
- Use old sets of documents for re-circulation
- Use blank side of used paper to make note pads
- Encourage students to keep their old exercise books for paper recycling

(D) Economy in Use of Electricity
(i) Lighting Installation

Use compact fluorescent lamps (LED) where practicable

Modify group lighting switches to individual switches

Keep all windows, light bulbs and light fittings clean to maintain optimum lighting performance

Maintain only those lighting which are essential for safety, security or other specific

Purposes in areas that are frequently occupied

(ii) Others

Extend the application of renewable energy to buildings undergoing major renovation and

retrofitting wherever practicable consider using more energy-efficient electrical appliances, e.g.

Refrigerator with Grade 1 energy label under the MEELS and procure energy efficient office equipment

And peripherals with energy saving labels under the Voluntary Efficiency Labelling Scheme upon

replacement of old equipment

(E) Economy in Use of Water

Teach students not to play with water in the toilet

Avoid flushing the toilet unnecessarily

Irrigate plants in the morning or in the evening to avoid rapid evaporation under the mid days under

scorching sun arrange for prompt repair to any dripping tap or leaking water tap found

(F) Other Good Housekeeping Practices
- Appoint a designated staff member to follow up on the implementation of the energy saving measures in school premises
- Monitor the usage of electricity, water and paper
- Conduct routine checks to ensure unnecessary lighting/air-conditioners,
- During recesses, lunch breaks and after classes are finished, switch off the lights and air-conditioners in the classrooms once nobody is in the rooms
- Remind the last one to leave the classroom/office to switch off all electrical Appliances
- Switch on computers, printers and projectors only when needed
- Attach notices to all switches and exits to remind staff to turn off lights, air- conditioners and other appliances
- Remind staff and students on regular basis of the need to save resources

(G) Others

Make appropriate green lunch arrangements and follow the principles of reducing waste,

E.g. Use Reusable food containers and cutlery; facilitate students to bring and use reusable Cutlery given to them, implement on-site food portioning; portion out food in a flexible

Manner; and encourage students to bring their own lunches

- Adopt a green purchasing policy
- Reduce number of greeting cards by sending electronic cards
- Re-use decorative materials

❖ PARENTS – TEACHERS MEETING

Parent's teacher co-operation is essential to ensure the complete and harmonious Development of child's personality. We therefore encourage Parents to attend all Parents – Teachers' Meeting as this gives the school an opportunity to help us to improve. At the first Place any communications/complains addressed to the school need to be communicated in the parents communication section given in the student diary. Also parent's can avail the e-mail. Parents can meet teachers after school hours to know about their child's Performance. In special cases, they can meet the teachers by taking an appointment with the prior permission of the Principal. If there is any genuine issue of collective interest do not hesitate to discuss in the meeting. A total of six structured Parent Teacher Meeting are conducted every year with four PTMs after the exam and two before Half Yearly and Annual Exam. Every second Saturday of month from second half is kept for parents who wish to meet the Subject teachers.

❖ EXTRA & REMEDIAL CLASSES

Extra classes and remedial classes will be taken in the school after the school hours or during zero period. Remedial classes will be conducted for the learners who need support.

❖ Annual Day Celebration

The annual day celebration gives an opportunity to the students to show case their innate talent infront of the Parents. The annual day celebrations are also an important tool towards achieving the all round development of personality of the students.

The annual day celebrations also make the students to distress and unwind from the serious business of studies. Annual Day is celebrated generally in the month of November with one day for Primary students and one for secondary students.

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