



**ANNUAL
PEDAGOGICAL
PLAN**

SESSION 2019-20

1. SCHOOL INFORMATION

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

BABA GANDHA SINGH PUBLIC SCHOOL, BARNALA, Near ITI Chowk, Dhanaula Road, Barnala. Phone No. 01679-230903

E-Mail: bgsschool77@gmail.com, Website: www.bgsbarnala.com

1.2 Name of the Principal: Colonel S Srinivasulu (Retd.)

1.3 Contact No./ E-Mail: 01679-230903/bgsschool77@gmail.com

1.4 School Details:

Year of Affiliation: 1981 Affiliation No.: 163004 School Code: 20008

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary –
 - Boys/Girls/Co-Education -
 - Day School/Day Boarding/ Residential -
 - (May tick more than one option)
 - No. of Students: 2380 (Total) 1373 (Boys) 1007 (Girls)
 - No. of Divyang (with Special Needs) Students: -----Facilities Available: Ramps available for CWSN
 - No. of Students in: Day School 2380 Day Boarding _____ Boarding _____
 - Location Type : Urban/ Rural/ Hilly Area: URBAN
 - Is the School a Minority School? NO
 - School Quality Accreditation Details (if any):
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1.5 Number of Students on Roll (Class-wise):

Class	Pre-Primary	I	II	III	IV	V	VI	VII	VIII
Number of Sections	7	4	4	5	4	5	6	6	6
Students on Roll	201	121	132	181	140	162	197	201	232

Class	IX	X	XI	XII	Streams and Subjects in Sr. Secondary Level			
					Science	Commerce	Humanities	Vocational
Number of Sections	6	6	4	3	✓	✓		
Students on Roll	264	226	218	131				

1.6 School Academic Performance:

a) Pass Percentage during the last Academic Session:

Class	Number of stud appeared	Number of students passed	Pass percentage
Nursery to V	1019	1019	100 %
VI to VIII	676	676	100 %
IX	230	228	99 %
XI	137	135	99 %

b) Board Examination at a Glance

Class	Number of students appeared	Number of students Passed	Pass percentage	Number of students with 10 CGP/ marks between 91% to 100%	Number of students with A ₂ / marks between 81% to 90%	Special Remarks (if any)
X	254	251	98.8 %	11	21	
XII	168	161	95.8 %	15	17	

1.7 Overall School Performance of the Current/ Previous Academic Session

The school has covered a niche for itself in the region and is one of the best CBSE schools in this area. The school not only performing well in Academics but also in sports and other co curricular activities. Overall school performance in last academic session and current academic session is excellent.

1.8 Key Strengths of the School

- All round growth and development of students.
 - Excellent faculty.
 - Very good sports facilities spread over 18 acre campus.
 - Smart classrooms for digital learning.
 - Well equipped computer labs, Science and Maths Labs.
 - Auditorium to accommodate complete school.
- Emphasis on English as medium of instruction.

1.9 Staff Details:

The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or Part -Time)

Group	Regular	Ad-hoc	Part- Time	Number of Teachers	
				Trained	Un-Trained
Pre-Primary	1	0	0	1	0
Primary	31	15	0	30	16
Middle	16	11	0	20	7
Secondary	21	3	0	19	5
Senior Secondary	10	5	0	15	0
Supervisory Heads	1	0	0	1	0
Special Educator	0	0	0	0	0
PETs	5	0	0	5	0
Librarian	2	0	0	2	0
Music Teachers	1	1	0	2	0
Dance Teachers	1	0	0	1	0
Yoga Teacher	1	0	0	1	0
Counsellor	1	0	0	1	0
Others (if any)					
Total	91	35	0	98	28

1.10 Alumni Details:

a) Admissions in Professional courses in the Current Academic Session

b) Number of students appeared in Class XII Examination

Course/Competition	Number of students		Special Remarks (if any)
	Appeared	Selected	
JEE (Advance)	04	03	One student stood first amongst girls from Roorkee Zone in JEE (Adv), presently doing B.Tech. (CSE) from IIT Mumbai.
NEET			
NDA	03	01	
Any other			

c) Special Achievements of School Alumni

- The first Alumni get together was held in Vancouver, Canada in Nov 2019. A large number of old students, staff alongwith families attended the same. Such Alumni get togethers are planned all over the world and in India in future.
- School has one of the largest number of doctors by any single public school in the region.
- School alumni occupying places of position in all walks of life including lawyers, defence services, Engineers, Politicians, Sports Personalities.
- Present local MLA an old boy of school.
- Last year two students got selected for Civil Services.

2. ANNUAL PEDAGOGICAL PLAN 2019-20

2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
Col S Srinivasulu (Retd.)	PRINCIPAL	Planning, organizing and conducting Pedagogical Plan.
Mrs. Dipna	Primary Head	Planning of Primary Education and its effective implementation
Mrs. Alka Gupta	HOD (Chemistry)	Senior Teacher for coordinating various co curricular Activities.
Mr. Bhupinder Singh	HOD (English)	Co-ordinator at Senior Wing.
Mr. Nirmal Singh	DPE	Senior Sports and games Teacher
PPC Meetings to develop APP		
Date	Stakeholders Consulted	Discussions Held
May 2019	Extra marks	With regard to implementation of Digital learning
May 2015	Tata Edge	
May 2019	School Pad & Manjot Software, Barnala	Development of school App for parents
Apr 2019	Manjot Software, Barnala	For effective functioning with SMS

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment -wise

Vision Statement
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.
Mission Statement
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. Students to be equipped with tools to succeed in pursuance of their educational goals.
Our Values
The school draws its inspiration from the great ethical and moral principles enshrined in the teachings of the gurus. Our values define our character and we leave no stone unturned in our efforts for character building.
Our Focus
To model our teaching learning process based on each child's learning abilities for better understanding and comprehension.
Our Pedagogical Vision
To train students for their all round development of personality with excellent communication skills to fit them as useful member of society and take on all future challenges successfully.
Our Teaching Learning Approach
Student centric with emphasis on life skills, imbibe value based education for character building and develop a strong body and mind.

2.3 ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

Name of Resource/s	Segment Pre-primary/Primary/Sec/Sr. Sec.	Usefulness
Smart Classroom	Pre Primary & Primary, Sec & Sen. Sec.	For digital aided learning for better comprehension
Activity Room	Pre Primary	For improving perception abilities & motor learning
Library	Primary, Sec & Sen. Sec.	For inculcating good reading habits
Science Labs	Sec. & Sen. Sec.	For developing scientific temperament
Maths Labs	Sec. & Sen. Sec.	For developing aptitude in Maths
Computer Lab	Sec. & Sen. Sec.	For developing Computer Skills and programming
Music Rooms	Primary & Sec	For bringing musical talent
Dance Rooms	Primary & Sec	For improving dancing skills and physical fitness
Auditorium	Primary, Sec. & Se. Sec.	For conduct of activity based learning and central annual functions
Arts Rooms	Primary & Sec.	For bringing out the innate talents of students

2.4 PEDAGOGICAL STRATEGIES

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

Stakeholders → Class ↓	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
I	English	Maths	EVS	Punjabi	GK
II	English	Maths	EVS	Punjabi	GK
III	English	Maths	Social Science	Science	Punjabi
IV	English	Maths	Social Science	Science	Punjabi
V	English	Maths	Social Science	Science	Punjabi
VI	SST	Science	Maths	English	Punjabi

Stakeholders → Class ↓	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
VII	SST	Science	English	Maths	Punjabi
VIII	SST	Science	English	Maths	Punjabi
IX	SST	Science	English	Maths	Punjabi
X	SST	Science	English	Maths	Punjabi
XI	Chemistry	Biology	Physics	Maths	Accountancy
XII	Chemistry	Biology	Physics	Maths	Accountancy

2.5 STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

Student Needs Assessment Mechanism	No of Students Identified for Remedial Class	No of Students Identified for Enrichment Class
Extra Classes and regular Monitoring	52	41

Classroom Observation Schedule

Classroom Observation Schedule	Frequency	Done By	Findings
Primary classes classroom visit while teaching	Daily	Principal, Primary Incharge	<ul style="list-style-type: none"> - Need more activity based teaching - Correction of work books to be more scrupulous
Class VI observation during teaching	Daily	Principal	<ul style="list-style-type: none"> - Improvement in Communication Skills of students - Emphasis on experimental teaching
Class VII	Daily	Principal	<ul style="list-style-type: none"> - Learner oriented teaching - Comm. Skills of students to be improved
Class VIII	Daily	Principal	<ul style="list-style-type: none"> - Emphasis on correction work - Use of smart class room
Class IX	Daily	Principal	<ul style="list-style-type: none"> - Emphasis on experimental learning - Peer Group Teaching
Class X	Daily	Principal	<ul style="list-style-type: none"> - More involvement of students - Emphasis on experimental learning
Class XI	Daily	Principal	<ul style="list-style-type: none"> - Interactive Teaching - Peer group teaching to be done
Class XII	Daily	Principal	<ul style="list-style-type: none"> - Interactive Teaching - Peer Group Teaching

2.6 TEACHER DEVELOPMENT PLAN

Teacher Needs Assessment & Training

TNA Activity	Method	Executed Date	Outcome
Teaching strategies and learning outcomes	Workshop	14/09/2019	Better understanding and comprehension by students
Discipline and case studies	Workshop	14/10/2019	Good classroom management and behavior by students
Teacher Training Schedule			
Teacher Training Topic/Activity	Proposed Date/Week /Month	Target Group	Learning Outcome
Gender Sensitivity		TGT Teacher	Better handling of Adolescents
Stress Management		PGT Teacher	For better results
Discipline		TGT & PGT Teacher	Proper channelization of energy
Classroom Management		All Teachers	For efficient learning by students
Integration of Art into subject teaching		Primary PRTs	For activity based and experimental learning. Enhances their creative thinking.
Communication Skills		All Teachers	For better communication skills both written and verbal. Will improve the academic performance of students.
Career Guidance		PGT Teacher	For choosing appropriate career based on aptitude
Teaching of English		All Teacher	Improvement in Teaching Skills
Life skills		TGT and PGT Teachers	For better dealing of challenges in life

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc

Month/Week	Activity	Learning Objective	Proposed Schools For Collaboration
Aug 19	Science Quiz Competition	Scientific Temperament	BGS School Bhadaur
Oct 19	English Debate Competition	Communication Skills and Logical thinking	Saheed Bhai Dyala ji Public School, Longowal
May	Scientific Projects	Develop Scientific temperament	Shri Guru Ramdas Group of colleges Sangrur
Aug 19	Badminton	Inculcating Physical activity and competitive spirit	Sarvhitkari Vidya Mandir School Barnala
Aug 19	Chess	For better analysis and creative thinking	Sarvhitkari Vidya Mandir School Barnala
June 19	Football	Develop competitive spirit and all round development	St. Joseph's School, Barnala Govt. Sen. Sec. School, Khuddi Kalan
Nov 19	Science projects for sustainable development	To develop scientific temper	Green field school, Ludhiana

2.8 WELLNESS ACTIVITES

Name of the activities planned for Well-being of pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
March	Vaccination	Proper immunization	Primary Students
July	Deworming	Healthy Body	All students
Aug	Personal hygiene	For improved immunity and healthy habits	All students
Sep	First Aid	Immediate care	All
Oct	Sanitation and personal hygiene	Clean environment and Healthy Body	All
Oct	Importance of exercise and diet	Healthy body and good immunity	All
Nov	Prevention of communicable diseases	Healthy Body	All
Nov	Dental and Oral Hygiene	For better oral health	All
Dec	Avoidance of injuries and minor ailments	For healthy body	All

2.9 COMMUNITY OUTREACH

Name of the community activities planned

Month/Week/Date	Activity/Project	Objective/s	No. of students	Class(es)
Apr 19	Anti Drugs Campaign	Drug free society	50	VIII to X
May 19	ODF campaign	Clean and green environment	100	VI to X
July 19	Sanitation and personal hygiene	Clean environment and better immunity	100	VIII to XII
Aug 19	Unity and Integrity	Nation Building	100	VIII to XII
Aug 19	Importance of Education and Literacy	Better Society	100	VIII to XII
Sep 19	Girl child and their empowerment	Women Empowerment	100	VI to XII
Sep 19	Save water and Environmental Protection	Saving of National Resources	100	III to XII
Oct 19	Anti Pollution and save trees	Clean and green environment	100	III to XII
Nov 19	Life style	For a happy and healthy living	100	VI to XII

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	Personal Interaction by Telephone	During PTM visit to school meeting Principal meeting teachers	Parent Teacher Meetings meeting parents on specific requirement
Teaching Staff	Staff circulars Staff meetings	Compliance of all circulars Dissemination of information by Principal	<ul style="list-style-type: none"> - Latest CBSE guidelines - Feedbacks of students - Monitoring of academic progress
Other Staff	Meeting	Address by Principal	<ul style="list-style-type: none"> - Talk by Principal on safety and security - Safety measures - Hygiene and sanitation - Transport safety
School Managing Committee	Meetings Telephone Letters	Meetings as planned with Chairman, School Management Committee and other members participation	<ul style="list-style-type: none"> - Measures to improve school standards - Procurement of equipment & stores - Policy Decisions - Infrastructure development
Board	Through letters and mail	On a need basis and timely forward of Reports & Returns	<ul style="list-style-type: none"> - LOC - Registration of students - Direct Admission in to Class X & XII - On specific requests - For conduct of CBSE Exams
Media	Press Briefs through interaction invitation for programmes interviews	Press briefs interaction media briefing interviews invitation through formal function and special interaction on need based	<ul style="list-style-type: none"> - As and when required - Achievement of school - Any other relevant information

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Annual Goals	<ul style="list-style-type: none">- Involvement of parents especially from rural areas in the overall growth and development of student.- Monitoring of academic performance on a regular basis.- Monitor progression of student through regular interaction.
Strategies	<ul style="list-style-type: none">- Conduct of Remedial and enrichment classes for students- Exposure to participate in lateral school exchange programmes- Motivational Talks by teachers, Principal and other eminent personalities
Long Term Goal	<ul style="list-style-type: none">- To carve a niche as one of the best schools of the region in Academic Excellence- Improve communication skills in English to enable students to speak fluently in English.- Motivate students to set their career goals and equip the students in achieving them.- Equip the students to put effective use of acquired skills for becoming better citizens.
Strategies	<ul style="list-style-type: none">- Conduct of Academic Curriculum as planned in seamless manner.- Usage of smart classrooms and digital content for better understanding and comprehension.- Monitoring performance of each student by every subject teacher and give adequate attention.

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

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

Classes → Date/Month ↓	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
I April August December	All sections of I	Less emphasis on lectures. Less involvement of students.	More improvement of students. Activity based learning	Let the students speak more. Show examples and use of senses.
II April August December	All sections of II	Need to emphasize on good habits. Should communicate more in English	Practising of good habits Let them communicate in English	Ask them to implement good habits. Self introduction in English.
III April August December	All sections of III	More emphasis on rote memory. Communication skills in English	Must be made to analyze problems Make them speak in English	Problem solving techniques Communication skills through activity based competition
IV April August December	All sections of IV	Relying more on rote memory Not able to apply logic to simple problems	Think analytically understanding problem and apply them to everyday life	Use of smart classes experimental learning
V April August December	All sections of V	Lack of proper communication skills discipline and value education	More practice in English communication skills and imbibe values	Through various competitions let them formulate Do's and Don'ts
VI April August December	All sections of VI	Improve their self confidence adolescent behavior	Let the students speak more and gainful use of their time	Speaking in class and assembly, engage them through sports and co curricular activities.

Classes → Date/Month ↓	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
VII April August December	All sections of VII	Lack of discipline Not serious in academics	Improve their personality and good habits. Improvement in Notebook Work	Importance of turnout good habits Daily checking of class & Homework
VIII April August December	All sections of VIII	Relying more on rote memory and improve self confidence	Improvement in problem solving techniques more participation in class activities	Scientific projects, Chart making, competition in sports and co curricular activities.
IX April August December	All sections of IX	Argumentative changes in behavior, less focus on academics	Communication Skills, team spirit, aware of happenings around us	Competitive spirit through competitions, project work, community development activities.
X April August December	All sections of X	Individual dominance Non- cooperative and aggressive behavior. Lack of concentration	Importance of team work. More interaction and participation in classroom activities for better academic standards	Group talks, formulate class rules, to shoulder more responsibility. Peer teaching
XI April August December	All sections of XI	Casual approach improper turnout, lower academics standard. Self projection	To be more serious, proper turnout, time management for academics, team work	Peer Teaching Experimental learning, projects and chart making, Group Tasks.
XII April August December	All sections of XII	Defiance and aggression, failure in subjects, non participation, ego issues	Turnout and personality More focus on academics Time Management.	Peer Teaching based learning, more responsibility as leader, career guidance.



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Guidelines for Implementation of the Plan

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

**WHOLE SCHOOL
RUBRIC**

ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.		Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.	
ORGANISATIONAL STRUCTURES	Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.	
	Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.	
PERFORMANCE & DEVELOPMENT CULTURE	Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.	
	Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation	
COMMUNITY BUILDING & PARTICIPATION	The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.	