

Aziz Public School, Indamara
Annual Pedagogical Plan

Introduction

The Pedagogical Plan of Aziz Public School, Indamara allows creating and nurturing a culture of innovation with emphasis on holistic learning. The objective of teaching at least 60% of the concepts by new teaching methods like Inductive-deductive method, experiential teaching-learning, technology driven methods, research based, flip learning, Think-pair- share, story-telling and methods with collaborative approach ensures that the learning outcomes are met. It builds an Ecosystem for nurturing innovators, true learners, thinkers and socially responsible children.

The worksheets, question papers are creatively prepared thereby making enjoyable acquisition of concepts, curbing monotony and rote learning.

The highlights of the pedagogical plan are-

- Student centered & ensures stress- free learning
- Seamless blend of scholastic and co-scholastic activities for holistic development
- Various Collaborations and after school activities to develop 21st century skills.
- Empowerment and transformation of the staff members through well planned Competency Development Program.
- Active involvement of the parents in the school activities ensuring partnership in the child's academic and holistic development.

Chapter 1: Context of the School

Aziz Public School, Indamara is a co-educational school managed by IB Group and affiliated to Central Board of Secondary Education, Delhi. The school was founded in 2012 with the blessings of Late Mr. ABDUL AZIZ ALI AND Late Mrs. ZOHRA BANO JI.

The school is spread over approx six acres of land and has the infrastructure of international standard. We provide a quality education that enables students to be inspired learners and responsible global citizens through the collaboration of a dedicated faculty and a supportive management.

We believe that:

- Every child is different and precious
- Every child can learn if taught with her/his own pace
- Every child needs care and respect
- Holistic development of children is an important factor to build a unique nation

We at AZIZ Public School endeavor to see that our children attain a high level of learning in all aspects including scholastic and co-scholastic. Since AZIZ Public School is affiliated to CBSE, it follows the syllabi of National Council of Education Research and Training (NCERT).

The curriculum is blended well with scholastic and co-scholastic activities to provide students a wide range of opportunities to acquire the 21st century skills. AZIZ Public School has been in the forefront in the evolving pedagogy, integration of activities and embracing technology.

A wide range of activities are planned to empower students to tap their potentials to the fullest and to develop and hone leadership skills in them. The learning environment is enriching, engaging and stimulating.

The Management takes keen interest in the developmental programs for the staff. Every staff member undergoes various need based trainings and workshops which help them to enhance their skills.

ACHIEVEMENTS OF SCHOOL

THE SCHOOL HAS WON

MISSION

We at AZIZ Public School, Indamara, strive to provide our students the best opportunities for enhancing their inherent and acquired potentials, instilling in them a belief in life-long learning and thereby motivating them to be responsible citizens and productive participants in the growth of family, society and country. We are also committed to continually improve in terms of technology, curriculum, human resources and infrastructure to meet the future advancements in education.

VISION

AZIZ Public School envisions being the best school to produce self-motivated lifelong learners who will be dynamic and proactive leaders in their chosen fields.

Philosophy of the school regarding Education

According to the **Chairman Mr. Bahadur Ali ji**, “Education is a meaningless ritual unless it moulds the character of students and imparts in them strong sense of values”. The School strongly believes in her philosophy that the students have to be developed in all aspects to build a unique nation. Students should grow into responsible and confident global citizens, who know to learn, unlearn and relearn.

- **Student-centered learning:** All our learning activities centre on students. We ensure that students are active participants in the learning process and eventually we mold them to take ownership of the learning. We attempt to attain this by providing a wide range of interconnected learning opportunities that help children discover and develop their strengths.
- **A stress-free environment fosters learning:** We firmly believe that maximum learning happens when the mind is fearless, and therefore, we take utmost care that children feel safe and stress-free in the school. A play-based active learning environment is created by the friendly staff members which enables children to enjoy the enriching learning experiences.
- **Collaborations and team work:** Children learn best when they learn together. A lot of collaborative projects and group projects are given to the students. These projects help in developing the art of organization, taking initiatives and vital skills like critical thinking, problem solving, etc.
- **The right blend of scholastic and co-scholastic activities ensures holistic development:** The school ensures that the enriching educational curriculum with the blend of co-curricular activities provide the much needed academic rigor and the opportunities for developing skills in the children.

- **Partnering with parents yields better learning outcomes:** We firmly believe that parents are the important link between the student teacher and the learning process. We therefore ensure that parents form an integral part of all our educational initiatives.



Important Stakeholders

Sr. No.	Important Stakeholders	Requirement
External		
1	CBSE	Comply with statutory and regulatory requirements defined from time to time.
2	Education Department	Comply with statutory and regulatory requirements defined from time to time.
3	Stakeholders (Students and Parents)	Quality of product and service, Delivery of product on time, Response to concerns, Proper communication channel
4	Society	To provide good quality education to the children
5	APS (Trust)	To ensure holistic development of the students
6	Resource person	To provide guidance and assistance on required topics from various fields
7	Media	To provide information about various programs and achievement
8	Other schools in vicinity	Exchange best practices and ideas and create a healthy competition

Internal

10	Employee	Management support, Healthy and safe work conditions, Staff welfare schemes, Trainings and development
11	Management	To ensure quality in all aspects of school functioning

Staff: Teaching Staff: **83**
 Administrative Staff: **06**
 Support Staff (Housekeeping and Security): **15**

Students: Total number of students: **1654**

2) INFRASTRUCTURE (Academic, Sports and Other activities):

Area: *approx six Acres*

Facilities

AZIZ Public School with state of the art academic campus has been designed to enhance the teaching - learning process. We have ensured that it becomes the second home for our students. The school campus is spread over approx six acres of land .

Sr. No.	Facility	Description	No.
1	camera enabled classrooms	well ventilated rooms with proper ambience for learning	70
2	IT/Design Lab	Students are introduced to programming, optional subject for senior secondary	4
3	Science Lab	Provides an open environment for students to experiment and do research work	4
Sr. No.	Facility	Description	No.
4	Maths Lab	Encourages the student to think and assimilate mathematical concepts in a more effective manner.	1

4	Library	Vast collection of books to provide access to a rich array of stories, ideas and information	1
5	AV room	For presentations by staff, students and trainers comprehension and retention	1
6	Activity hall	A vibrant place to provide wings to the thoughts of our students	1
7	Sports room & playgrounds	A wide plethora of indoor and outdoor games. AZIZ PUBLIC SCHOOL, INDAMARA conducts early morning and after school training sessions for students in soccer, basketball, skating, chess, table tennis and badminton. In recent years school team has bagged many prizes at inter school, district and national level tournaments.	1

Sr. No.	Facility	Description	No.
8	Staffrooms	The teachers' lounge equipped with facilities to provide an ambience for effective planning.	2
9	Assembly ground	A much awaited place by students as each morning brings a new thought, igniting their minds	2
10	Resource room	To help staff prepare their own power point presentations and to plan their lessons using the content.	1
11	Kids Play pan	To develop fine motor skills of our tiny tots	1

12	Clubs	To bring out hidden talents of our children we offer creative, oratorical, dramatics, nature, fine arts, gardening, reading, health and wellness, STEM.	10
13	Activity rooms	We have yoga, dance, art & craft and music room for holistic development of children.	7
14	Medical Room	Well-equipped medical room with qualified nurse	1
15	Green School	Sustainability is deeply rooted in the school's ecosystem. To promote sustainability and preserve environment, the school has taken energy conservation initiatives like a rain water harvesting, vermi-compost plant, minimum paper consumption etc. The school is India's first Aspiring Mission Life school which mobilize individuals to become 'Pro Planet People'.	

Chapter 2: Curriculum Planning and its Transaction

The school has well conceptualized curriculum based on the following factors:

1. Local needs
2. Syllabus
3. Pedagogy
4. Co-Curricular Activities
5. Monitoring and assessment

The APS curriculum is designed for the holistic development of its students. It is ensured that it meets the development of cognitive, affective and psychomotor domains of learning. The overall flow is defined as follows:

Flow of Curriculum planning and Transaction

Step 1

Selection of Books/Study material

- HOD along with the team of teachers must review the textbooks /study material used in the existing year with regard to the quality of the content, implementation, its transaction and relevance.
- Teachers also scrutinize the other textbooks/content for comparison. Based on defined criteria, books/study material is selected by the teachers to be followed in new academic year.



Step 2 - Curriculum Blueprint (Curriculum Design Process)

- The Curriculum Blue-Print (CBP) is prepared by the Subject teachers depending upon the school calendar. It should include the learning outcomes prescribed by NCERT, Subject Enrichment Activities , Assessment Techniques, Field Trips, Instructional Methods and the number of periods required to achieve the same. (As per the prescribed format)
- CBP to be reviewed by HOD and after recommendation, amendments are to be done which are further reviewed by the COORDINATORS and finally validated by the Principal.

Step3-

Year Planning

- Topic wise split-up along with no of periods/dates for each topic and subtopic is planned in **Teacher's Diary**.
- At least **60% of the annual content** must be taught using Innovative and Constructivist teaching methods. The same to be indicated by * asterisk mark in the Teachers Diary in the YEAR PLANNING SECTION. Detailed planning for the topics should be recorded in the lesson plan.
* Plan of Multiple Assessment (one for each term) to be recorded in the Teacher's Diary in the prescribed format.
- Teachers have to decide the learning objectives for Multiple assessment, procedure, criteria for assessment and the relevant rubrics for the same.

**Step4-
Lesson
Plan**

- Detailed lesson plan to be prepared by the teachers in the Teacher's Diary.
- The lesson plan must include learning objectives, instructional method, Instructional resources like models, video links etc, set induction, method of recapitulation, assignment and details of constructivist approach and the integration of Art.

Teachers to ensure that learning objectives stated in the Curriculum Blue Print are met properly through the lesson plan. The lesson plans should be submitted to the coordinators fortnightly and monthly to the Principal.

**Step5-
Classroom
Activity**

- The record of classroom activity, Home Work assigned & follows up to be recorded in the class log book. The log book should be submitted daily to the coordinator and monthly to the Principal

The above flow is shared with all the teachers. Curriculum Blue Prints serve as a base for the entire planning by teachers.

Step 1: Teachers select books based on the following criteria:

- a. NCF and NCERT Guidelines
- b. Quality/Quantity of the content
- c. Relevance of the content
- d. Approach followed in the book (Activity based)

Step 2: Subject Teachers prepare curriculum blueprint which has the following format:

Topic/Units	No. of periods Required	Learning Outcomes	Suggested Pedagogical Practices	Teaching Aid	Subject Activities/Field Trips/Multiple Assessments	Enrichment
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- Class wise/subject wise blueprints are prepared by the teachers which are reviewed by the HOD and checked by the coordinators and finally validated by the Principal.

Step 3: Each teacher is given a diary for writing lesson plans for the classes they teach. The diary contains the following pages:

- a. Year Planning as per CBP (**at least 60%** of the topics are to taught using constructivist approach, inquiry based methods or other new **teaching** -methods involving students)
- b. Weekly Planning (Period wise/unit wise)
- c. Split up of the syllabus (term-wise)
- d. Planning of the Multiple assessment, Subject Enrichment Activities, Field Trips etc and other assessments. Some of the fieldtrips are collaborated by more than one subject.
- e. The Teacher's Diary also has
 1. Record of low performers/follow up with them, Improvements etc
 2. Assessment record
 3. List of books read by the teachers

Step 4: Teachers have to plan the lessons in Teacher's Diary every fortnightly and submit the same to the coordinator/Principal. As shared earlier, they need to think of the strategies which are either student centric methods which have constructivist approach or collaborative or inquiry based or activity based or any other created by the teachers.

Lesson plan templates have the following format:

1. Topic
2. Learning objectives
3. Setting up context
4. Detailed Teaching strategy/method/integration of art.
5. Presentation of the lesson
6. Involvement of students
7. Recapitulations/reflections
8. Assignments/HW/questions for extended learning
9. Reflection by the teacher whether learning outcomes met or not

The various teaching strategies used are as follows:

1. Role plays
2. Integrated Learning
3. Collaborative methods
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Flip classes
8. Teaching through e-content
9. Presentations

10. Field Trips
11. Science Park
12. Virtual ATM
13. Exchange Programmes

Step 5 Teachers carry out the teaching learning process in the class as per their lesson plan. Regular class observations, feedback and assessments are done throughout the year. Class log books are also maintained. The appropriate committees are made to have control on the transaction and effective implementation of the plan. Work instructions are communicated clearly to the class teachers and subject teachers for uniformity and effective implementation. The relevant plans are attached with this document. The well -defined risk calculation and mitigation plans are prepared in case of issues.

Chapter 3: Holistic Learning

- 1) **Inter house activities:** These competitions are held to encourage healthy competition among students and to enhance various skills of them. These internal activities provide a learning platform to the students where they can participate without fear.

Inter House Competitions help to enhance the all-round potential of the students. Experiences and appreciation gained through these activities assist students to face the competitive world in a better way. It gives opportunity to the students to showcase their inherent talent and the spirit to develop healthy competition. The students from std 1st to 12th are divided into four houses and different competitions from literary, cultural and sports takes place whole year.

2.Special Events

- 3.Functions and Festivals of School:
- 4.To celebrate the importance of specific Days
5. Social Outreach Programs to enhance Life Skills
6. Mission Life School Activities
7. Assessment and Evaluation.
8. Training and Development of Teachers.

To develop interest in various creative options in Visual Art, the school invites well known artists in the field and motivate children to know more about the particular art form.

EVENT	OBJECTIVES	SKILL	AGE GROUP
Charcoal Demonstration 19 th July'19	Introduction of new medium-charcoal & use in tonal values for portrait-making	Develop observation skill & learn drawing techniques	Std. VII
Calligraphy Demonstration 22 nd July'19	Make the students aware with various mediums of writing & aesthetical growth of writing letters	Develop skill of beautiful handwriting	Std. VIII
Landscape Demonstration 19 th August'19	Observation from nature to be developed & introduction of handling of medium (water colours)	Develop colour application skill with water colours	Std. VII
Abstract Painting Demonstration 16 th September'19	Introduce way of painting by thinking in abstract manner	Develop a new way of perceiving the paintings	Std. X
Cartooning Demonstration 20 th September	Develop a creative approach towards the field of cartooning	Develop keen observation of characters and facial expressions with a creative approach	Std. VI
Sculpture Demonstration 11 th October'19	Introduction of medium - clay for preparing 3D portrait	Ability to handle a new medium: Clay. Develop the understanding of creating a 3D model	Std. VIII
Animation Workshop October	Introduce a new career option	Understand the technical process of animation	Std. IX
Visual Art lecture November	Information about Art as a career option and various aspects of Art	Understand the meaning of Visual art, its aspects and career options	Std. VIII to X Selected group of students

Portrait painting Demonstration 13 th December'19	To know the method of portrait painting	Develop an understanding of depicting through observation and creating character resemblance.	Std. VIII to X Selected group of students
Recreation of famous artist's (Vincent Vangogh) work on the canvas January	Understand the Aesthetical value of paintings done by the famous artist in the visual field.	Develop observation of colour schemes & textures used by the artist	Fine Art Club students
Student's Visit to an Art Exhibition at J.J.School of Art February	Make the students aware about the various art forms & career options.	Develop observation & creative approach towards art.	Selected students from std. VII & VIII
Participation in Inter school Art competitions As per the scheduled competition dates	Build self-confidence & competitive spirit	Develop sense of colour combination & composition. Develop the skill of spontaneous decision making.	Std. I to X
Exploria	To give a platform to display children's work	To create beautiful work of Art	Std. I to X

Plan for conducting Life Skills Activities

Activity/ Event	Month	Age Group	Objectives	Skills developed
Pass the ball game	June	6yrs	Introducing self and knowing others	Listening and communication skills
Role Play and Discussion		7-8yrs	Concern towards others- Courtesy	Empathy and care
Story reading and debate on boundaries and rules and its importance		9-10yrs	Discipline & Self-control	Managing emotions and behaviour
Imagining self and introspecting		11yrs	Introspection	Self-awareness
Brainstorming		12yrs	Knowing oneself	Respecting self and others
Situational case discussions		13yrs	Caring	Sensitive towards self and others
Story time with videos on importance of cleanliness		6yrs	Hygiene towards self	Cleanliness

Picture based discussion Story time	July	7yrs	Introduction of positive thinking and its effects in long run	Positive Thinking
(Real life incident)Story time Picture discussion		8yrs	Learning from mistakes	Reflecting from our mistakes and moving ahead in life with confidence
Role play Activity that reflects different polite gestures		9yrs	Being sensitive towards others	Politeness Communication skills
Activity and discussion based on the quote by M.K. Gandhi		10yrs	Self-respect	Coping with negative self-image
Think and do- Picture discussion crossword		11yrs	Self-discipline	Creating boundaries for self
Class debate on- Spirit of enquiry can sometimes be dangerous		12yrs	Spirit of enquiry	Creative thinking skills
Classroom presentation on the Objective		13yrs	Time management	Managing and prioritizing things
Classroom discussion		14-15yrs	To sensitize towards society	Responsibility and accountability
Video on Swach Bharat Discussion on ways to keep the surroundings clean	August	6yrs	Environment Cleanliness	Being sensitive towards environment
Picture discussion Crossword Students came up with their sharing how they are kind towards others		7yrs	Kindness	Sensitivity towards all living beings
Brainstorming		8yrs	Loving nature	Taking care and being more sensitive towards nature
Book activity on daily activities and time taken for the same		9yrs	Punctuality	Valuing time
Cause and effect of global warming and nature Discussion on overcoming those (age appropriate discussion was taken) Role play		10 to 13yrs	Respect for the environment	Being sensitive towards environment
Story time with examples		6yrs	Being respectful	Being polite/kind towards self and others
Discussion on different emotions Candle colouring activity of different feelings		7yrs	Forgiveness	Able to manage anger and letting go the negative feelings.

Think and do for the things we can share and discussion on why we can share those things and how it feels after sharing things.	September	8yrs	Sharing	Ability to share things and emotions and also care towards others
Think and do- 5 different situations faced and how it was dealt with Endurance level test		9yrs	Endurance	Facing the challenges with a positive attitude
Situational analysis		10yrs	Democratic decision making	Decision making skills
Importance of Friendship discussed in all the circumstances Role play		11yrs	Friendship	Positive relationship and open communication
Drawing activity on what comes in their mind when they hear the word 'love' Class discussion on the need of loving or accepting everyone irrespective of their caste/gender/race		12yrs	Universal Love	Acceptance of others irrespective of thri race/gender/religion
Brainstorming on the topic of equalities and Inequalities Class discussion		13yrs	Acceptance of others	To develop bonds, empathy and responsibilities towards others
Circle time with situational discussion Reading and understanding	October	6yrs	Helping others	Being helpful and kind towards others
Story time and discussion Think and do- Draw arrows to find things those are true or false Role play		7-8yrs	Truthfulness/ Faithful	Being honest
Think and do- Discussion on the quote by Rabindranath Tagore		9-10	Taking Initiative	Being pro-active Being self-reliant
Importance of being honest – class discussion Video on the objective		11yrs	Honesty	Being Truthful
Situational discussion Crossword		12yrs	Tolerance	Being patience in all the situations
Class discussion and Brainstorming		13-15yrs	Gender sensitivity Introduction	Awareness about both the gender roles

Poem reading and understanding Balloon activity	November	6-10yrs	To understand both boys and girls are created alike	Being sensitive towards both the genders
Brainstorm on the roles of different genders		11-13yrs	To understand and explore similarities and differences between the genders	Getting aware of the gender roles irrespective of their biological differences
Story discussion Poster making	December	6-10yrs	To explore the meaning of respect and its importance in our lives	Respecting everyone for who they are
Brainstorming Situational discussion		11-13yrs	To help and respect each other despite of basic gender differences	Working together in harmony`
Situational discussion in which they were honest and how they felt.	January	6yrs	To develop a habit of telling the truth	Honesty
Story Reading and discussion Discussion- Right things to do in different situations		7yrs	Learning to live together in harmony	Being Polite towards others while communicating with them
Maze activity Work out- sorting different type of human quality as per virtue and vice		8yrs	To learn the difference between Good and Bad	Decision making skills and responsibility
Picture discussion Reading and understanding-Story of a Brave boy		9yrs	To make the students face the difficult situations	Being brave and courageous
Situational discussion Brainstorming- What all does the word 'others' comes to your mind		10yrs	Consideration for others	Empathy and care
Think and do- Speech bubble Story reading and discussion for understanding		11yrs	To be sensitive towards the needs of others	Kindness, generosity, care
Debate- Duties can sometimes be a big burden Think and do- Picture discussion		12-13yrs	Learning to have a sense of responsibility in whatever we do	Being responsible and sensitive towards the consequences
Story reading and class discussion Situational Case discussions		6-7yrs	To learn unity is a bond that gives strength	Being cooperative

Class discussion on the importance of being sincere Think and do- Picture talk	February	8-9yrs	To become sincere and responsible towards the work given to you	Sincerity, dutiful towards work
Picture talk- Giving suitable caption for picture Class debate- Globalization has helped promote unity of human kind		10-11yrs	Being equal	Learning to respect each other irrespective of their caste/gender/religion etc.
Talking about leaders and their hardships Discussion- Qualities of a Good leader		12-13yrs	Learning to lead	Confidence, self-motivation and leadership
Picture talk- Identifying the picture of the National leaders and discussion of their struggle for the Nation Quiz time- Theme- My Country India	March	6-10yrs	Learning to appreciate our Country	Respect towards our country
Think and do- What all does the word 'Caste, Difference' stand for?		11-13yrs	Enabling them to live in Harmony	Acceptance and kindness

Value Based Learning:

Activity/Events	Month	Age group	Objective	Skills developed
Talk on emoji's and Role play	June	6-10yrs	Importance of feeling good	Self-esteem and managing emotions
Reflection of self, based on day to day experience		11-14yrs	To know one's self worth	Self-awareness
Video and workshop	July	6-10yrs	To understand safe and unsafe touches	Alertness and assertiveness
Role-play and discussion		11-13yrs	Knowing your physical and personal boundaries	Alertness and assertiveness
Role-play based on classroom situations	August	6-8yrs	Learning to appreciate each other's capabilities and talent	Listening skills and respecting everyone
PPT by students		9-12yrs	Importance of self-study	Self-responsibility and Hard work
Workshop and class		13-15yrs	Learning to manage	Self-efficiency

discussion			different obstacles in life	
Class discussion-As per age an incident in class to be taken to show how outcome could be changed if we learn to understand each other with role play	September	6-10yrs	Developing a sense of understanding of each other in a given situation	Adjusting and compromising
Workshop and class discussion		11-15yrs	Learning to prioritize time with all the things in life	Commitment and consistency
Role Play Video	October	6-10yrs	Understanding to change a situation by changing one's own behaviour rather than trying to change someone else's behaviour.	Positive attitude towards others
Creating Posters Role Play Video		11-13yrs	Understanding the skills that will help reduce the frequency of being a teasing target.	Open mindedness
Workshop		14-15yrs	Mental Health awareness	Open mindedness
Introduction of the concept with class discussion Pledge Drawing activity-what feeling comes when you are teased?	November	6-10yrs	Importance of being sensitive to others	Kindness
Activity-Bullying-poster making Pledge Drawing activity-what feeling comes when you are teased?		9-13yrs	To create a positive learning environment without being judged	Empathy
Activity-making thank you cards to parents and anyone who you		6-10yrs	To develop a sense of gratitude towards family and society	Compassion and empathy

want to thank for their service	December			
Class discussion with brainstorming Activity : My response to conflicts in different situations- positive/negative		11-13yrs	To understand and explore the reasons behind conflicts	Problem solving and effective communication
Illustrating Emotions – Have students choose one emotion (or draw one out of a hat) and make a collage of faces cut from magazines depicting that emotion. Role Play	January	6-7yrs	Identify emotions behind the expressions of others.	Empathy Efficiency
Getting to know you classmates Class Portrait		8-10yrs	Explore one's own qualities and interests Share with others to discover each other's' unique qualities and similarities.	Sharing
Workshop		11-13yrs	Knowing physiological and psychological changes	Awareness of self-growth
Blow Down the House Scenes Exploring Intention	February	6-10yrs	To understand that there can be many different perspectives regarding any given situation.	Tolerance

1) Participation in Interschool Competitions:

Interschool competition provides an opportunity to children, where they not only share their learning experiences but also enhance their communication and interpersonal skills. The school provides excellent opportunities to the students to take part in quality interschool competitions like Debate, MUN, Elocutions, Quizes and Exhibition etc. A right kind of exposure with proper motivation to the students opens up umpteen ventures to explore and learn.

It offers a chance for participants to gain substantial experience, showcase skills, analyse and evaluate outcome and uncover personal aptitude. It also encourage students to adapt innovative techniques and develop their ideas and creative skills.

2) Assembly Events:

We at AZIZ PUBLIC SCHOOL. Conduct morning assembly with different events having student oriented objectives and keeping in mind to develop their skills and involving different

age groups as follows. During rainy season we conduct assembly from music room and during other season from Oct to April we have assembly on assembly ground and stage.

Assembly Programme

EVENTS	OBJECTIVES	SKILLS	AGE GROUP
Prayer (Every day)	To start a day with positive vibes and peace of mind	Developing singing skills together	3 rd to 10 th std. 8yrs to 15yrs
Monday-quiz for all classes	General knowledge	Developing memory	3 rd to 10 th std. 8yrs to 15yrs
Tuesday-class presentation	Team work	Team building and capacity to work together of students	3 rd to 10 th std. 8yrs to 15yrs
Wednesday (Teacher's Assembly)	To teach good values through act, song.	Team building and capacity to work together	3 rd to 10 th std. 8yrs to 15yrs
Thursday- Mass P.T (Drill)	Physical Fitness	Developing overall fitness	3 rd to 10 th std. 8yrs to 15yrs
Friday-chanting shloka, birthday celebrations and yoga meditation	Spiritual and social development	Improving spirituality and peace of mind	3 rd to 10 th std. 8yrs to 15yrs
Announcements	To make aware about daily activities like competitions, exams, tests	Updating current information about activities	3 rd to 10 th std. 8yrs to 15yrs
Pledge (Everyday)	Patriotism, brotherhood.	Developing leadership,	3 rd to 10 th std. 8yrs to 15yrs
National anthem(every day)	Patriotism	Developing respect towards nation	3 rd to 10 th std. 8yrs to 15yrs

9. Annual Theme:

We AZIZ Public School Indamara believe that Discipline is one of the most essential value an individual must possess to become a responsible citizen. Keeping this in mind, the school has taken up Annual theme for the year 2025-26 as **“Discipline- the way of life”**. The theme is emphasized and reinforced throughout the year in assemblies, classrooms, curricular and co-curricular activities. In order to teach and instill the importance of discipline in one's life the school has introduced Discipline Card System to handle various indiscipline issues.

Children Film Festival: In order to provide multimedia channel for learning values and life skills, the school is organizing 3 days film festival in the school wherein about 10 short movies will be shown to the students, teachers and parents. All these movies are based on learning values, life skills and entertainment. Movies make a big impact on children of school going age.

Chapter 4: Assessments/Evaluations & Training/Development of teachers

The overview of the assessments in the school is given as follows:

<u>CLASSE</u> <u>S</u>	<u>ASSESSMENT PATTERN</u>
I and II	1) No formal examinations. 2) Teachers evaluate the students through comprehensive worksheets. 3) Total seven evaluations in a year. 4) Parents are given regular feedback during open days.
III to V	1) No formal examinations. 2) Weekly tests conducted every Tuesday as per the schedule given in the diary. 3) Four evaluations conducted every year. 2nd evaluation (Sep/Oct) is based on the entire syllabus of 1st term and 4th evaluation is based on the entire syllabus covered in the 2nd term. 4) Evaluations are done through comprehensive worksheets based on subjectwise criteria.
VI TO VIII	TERM I (100 MARKS) 1ST HALF OF THE SESSION 1. Periodic Test (5 marks) with syllabus covered till July end. 2. Multiple Assessment (5 marks). 3. Notes submission (5 marks) in 1st term. 4. *Subject Enrichment activities (5 marks) in 1st term. 5. Half yearly exams (80 marks) based on the syllabus covered in 1st term. TERM II (100 MARKS) 2ND HALF OF THE SESSION 1. Periodic Test (5 marks) with syllabus covered after half yearly exam. 2. Multiple Assessment (5 marks). 3. Notes submission (5 marks) in 2nd term. 4. *Subject Enrichment activities (5 marks) in 2nd term. 5. Half yearly exams (80 marks) based on the syllabus covered as per following details:- Class VI - 10% of the 1st term syllabus of significant topics + entire syllabus of 2nd term. Class VII - 20% of the 1st term syllabus of significant topics + entire syllabus of 2nd term. Class VIII - 30% of the 1st term syllabus of significant topics + entire syllabus of 2nd term.
IX AND	ANNUAL Periodic Tests Portfolio (5) Multiple Subject

X	EXAM(80)	(5) 3 written tests conducted in a year with cumulative syllabus for each subject. 2. Average of the best two tests is taken for final result.	Criteria for Assessment <ul style="list-style-type: none"> • Organization - Neatness and Visual appeal, • Completeness, • Evidence of students' growth, • Completion of guided work. Major purpose is to encourage children for more participation AND more engagement	Assessment (5) Includes Oral tests, field work, discussions, concept maps, etc.	Enrichment Activities (5) Suggestive activities are conducted by the concerned teachers.
XI	Assessment pattern as per guidelines from the board.	For class xi Two unit tests and a semester and final exams are conducted	Two cycles of revision tests are also conducted for 30 marks covering one or two units		
XII	Weekly tests based on one or two chapters conducted every Saturday to prepare the students gradually for the boards	Two unit tests and one semester exam is conducted	Two preboards conducted beginning from the month of November Preboard 1 -Full portion Preboard 2 -Full portion		

Evaluation for classes I to V is done as per the following Criteria to understand the gaps in particular aspect of the subject. Creative evaluation worksheets are used for assessment as per the following criteria:

CRITERIA FOR EVALUATIONS for CLASSES (III to V)

Subject - EVS/SCIENCE			
Subject - Maths			
Sr No	Criteria	Evaluations(points)	
		E1/E3	E2/E4
1.	Concepts Understanding	20	40
2	Computation	10	20
3	Problem Solving	10	20
4	Activity	05	10
5	Tables	05	10
6	HOT questions	05	10
TOTAL		55	110

Sr No	Criteria	Evaluations(points)	
		E1/E3	E2/E4
1.	Concepts Understanding	20	40
2	Applications	10	20
3	Observation/Identification	10	20
4	Activity/project	05	10
5	HOT Questions	05	10
TOTAL		50	110

Subject - English/Hindi/Marathi/French			
Sr No	Criteria	Evaluations(points)	
		E1/E3	E2/E4
1.	Reading Comprehension	10	20
2	Grammar	10	20
3	Literature	10	20
4	Vocabulary	10	20
5	Spelling	10	20
6	Creative Writing	10	20
TOTAL		60	120

Subject - Social Science			
Sr No	Criteria	Evaluations(points)	
		E1/E3	E2/E4
1.	Knowledge	20	40
2	Understanding of concepts	10	20
3	Applications/Mapwork	10	20
4	Activity/Project	05	10
5	HOT questions	05	10
Total		55	110

Note- E2/E4 – ENTIRE TERM PORTION FOR CLASSES III TO V

**CRITERIA FOR EVALUATION
CLASSES (I & II)**

Subject – MATHS		
Sr No	Criteria	Evaluations (Points)
1	Concepts Understanding	20
2	Computation	10
3	Problem Solving	10
4	Activity / Project	05
5	Multiplication Tables	05
6	HOT questions	05
TOTAL		55
Subject — EVS		
Sr No	Criteria	Evaluations (Points)
1	Concepts Understanding	20
2	Application	10
3	Identification / Observation	10
4	Activity / Project	05
5	HOT Questions	05
TOTAL		50
Subject — Languages		
Sr No	Criteria	Evaluations (Points)
1	Reading / Recitation	10

2	Literature	10
3	Grammar	10
4	Vocabulary	10
5	Spelling	10
6	Creative Writing	10
TOTAL		60

- **No marks**
- **Only grades for primary.**

TRAINING AND DEVELOPMENT OF TEACHERS

- All the staff members undergo need based trainings every year to upgrade themselves. Specialized trainings such as image enhancement, leadership development, Total Quality Management trainings
- Teachers are encouraged to seek professional partnership through collaborative activities between various schools in India and abroad. Teachers also establish links with the teacher community globally.
- Teachers are also deputed for various seminars and conferences of academic relevance.
- Teachers are also motivated to participate in various Olympiads and External exams to improve their subject competency.
- Financial assistance and incentives are provided to teachers for up gradation of professional qualification.

Process Flowchart

ASSESSMENT OF TRAINING NEEDS

- Competency matrix is prepared for the staff stating the required/expected skill sets. The gap analysis is done with inputs from the head of departments, supervisors and top management and the measures for improvement is planned and subsequent trainings are scheduled.
- Trainings needs are also stated by the staff members in their self- appraisal

Finalization of the trainings to be conducted

Preparation of training calendar

Conduction of trainings as per the schedule

MEASUREMENT OF EFFECTIVENESS OF THE TRAININGS

The effectiveness of the training provided is measured through after training assessments, observations, inputs from HODs/ immediate seniors and feedback from students/ colleagues /parents.

Competency mapping: All the teachers undergo competency mapping annually by an external agency .The mapping includes knowledge test & lesson observation. Immediate feedback, personalized report and appropriate follow up trainings are given to the teachers to help them improve their areas of concern and further hone their strengths.

Micro Teaching: This regular practice has enabled faculty development in terms of getting constructive feedback from colleagues and sharing of teaching techniques within the staff members to perk up their teaching skills.

Peer Observations: In addition to the class observations done by the Supervisors, Coordinators and HODs, Peer observations are scheduled where a teacher's class is observed by parallel teachers and colleagues of the same department and then provide constructive feedback to the teacher.

WAW Lessons(Worth A watch)- In order to develop a system of innovation and sharing, this unique practice has been devised wherein a teacher prepares a innovative class and invites other teachers to observe her class . This has enabled teachers to innovate and devise new teaching techniques ensuring that students' learning is more effective. A variety of innovative methods of teaching like- QAXP, 3Stay 1Stray, Think-Pair-Share, Jigsaw method, Concept attainment method, etc. are used by the teachers. Recap methods like Concept Map, Fish-bone analysis, KWLH, Venn diagram and Drill it down are regularly used in the classroom offering enjoyable situations in the classroom for learning.