

Kendriya Vidyalaya Buxar

Details of Academic Planning 2024-25

1. SCHEDULE OF ACTIVITIES FOR CCT

| SL NO. | MONTH | ACTIVITY SCHEDULED |
|--------|----------------|---|
| 1 | APRIL,2024 | 1 PRACTICE SETS FROM DIKSHA PORTAL (One each for each class level) |
| 2 | MAY/JUNE, 2024 | 1 PRACTICE SET FROM DIKSHA PORTAL |
| 3 | JULY,2024 | 2 PRACTICE SETS FROM DIKSHA PORTAL (ONE EACH FORTNIGHT) |
| | | Tutorial class by each mentor for follow up the performance |
| 4 | AUGUST, 2024 | 2 PRACTICE SETS FROM DIKSHA PORTAL (ONE EACH FORTNIGHT) |
| | | PANEL DISCUSSION |
| 5 | SEPTEMBER,2024 | 1 PRACTICE SET FROM DIKSHA PORTAL |
| | | PRESENTATION AND PPT ON TEXTUAL TOPICS |
| | | REVIEW OF STUDENT PERFORMANCE IN TERM 1 |
| 6 | NOVEMBER,2024 | 2 PRACTICE SETS FROM DIKSHA PORTAL (ONE EACH FORTNIGHT) |
| | | PRESENTATION AND PPT ON TEXTUAL TOPICS |
| | | COMPOSITION OF POEM ON SELECTED TOPIC |
| 7 | DECEMBER,2024 | 1 PRACTICE SET FROM DIKSHA PORTAL |
| | | MAKING MIND MAP AND FLOW CHARTS OF LESSONS |
| 8 | JANUARY, 2025 | 1 PRACTICE SET FROM DIKSHA PORTAL |
| | | FRAMING PUZZLES AND RIDDLES ON TEXT |
| 9 | FEBRUARY, 2025 | 1 PRACTICE SET FROM DIKSHA PORTAL |
| | | TASKS ON GRAPHS AND PIE CHARTS |
| | | REVIEW OF STUDENT PERFORMANCE IN TERM 2 |

2. Calendar for in house training 2024-25

| Sl. No. | Month | Details of Training Program | Time/Duration | Category (TGT, PRT) |
|---------|----------------|--|---------------------|---------------------|
| 1 | April ,2024 | 1 Writing Statement ofteaching philosophy 2 Writing Teacher's diary, a/cto NEP-2020 | 1:00 HOURS for each | TGT and PRT |
| 2 | May2024 | How to do assessments for new entrants regarding FLN | 1 HOUR | PRT |
| 3 | June 2024 | Devise tasks for enhancing creative and creative thinking | 1:30 HOURS | TGT and PRT |
| 4 | July ,2024 | 1 Early Childhood Care & Education(ECCE) 2 Classroom management | 1:30 HOURS for each | TGT and PRT |
| 5 | August 2024 | 1 Positive reinforcements fordesired learning outcome 2 Ensuring FLN | 1:30 HOURS for each | TGT and PRT |
| 6 | September 2024 | 1 Effective digital tool And Use of ICT | 1:30 HOURS for each | TGT and PRT |
| 7 | October 2024 | SUPPORT FOR GIFTED STUDENTS | 1:30 HOURS | TGT and PRT |
| 8 | November 2024 | Customised teaching andgroup teaching | 1:30 HOURS | TGT and PRT |
| 7 | December 2024 | Strategy For good achievers | 1:30 HOURS | TGT and PRT |

3. STRATEGIES FOR SLOW BLOOMERS AND HIGH ACHIEVERS

| SL NO | ACTION PLAN FOR SLOW LEARNERS | ACTION PLAN FOR HIGH ACHIEVERS |
|-------|---|--|
| 1 | Motivational sessions for confidence building are being given at regular interval | Motivation for higher level of learning is being given. |
| 2 | Focus on attainment of MLL | Focus on attainment of HOTS |
| 3 | Doubt clearing sessions are conducted wherein the students are encouraged to address their problems. | In doubt clearing classes, they are encouraged to ask thought provoking questions. |
| 4 | Questions which require Low Level of Learning skills are given to slow bloomers. | Questions which require advanced level of learning skills are given. |
| 5 | Worksheets and tasks are designed keeping in view their individual pace of learning and level of understanding. | Extra questions with greater level of difficulties are given for practice. |
| 6 | Individual attention is being paid. | Individual attention is being paid. |
| 7 | Regular feedback from parents is being taken. | Regular feedback from parents is being taken. |
| 8 | Need based study material is prepared and given. | CCT & Competency based questions are being given. |
| 9 | Art Integrated and Experiential Learning activities are designed for them according to their level of learning. | Art Integrated and Experiential Learning activities are designed for them according to their level of learning |

4. Efforts to be made to bridge the learning gap

Following efforts can be made to bridge the learning gap:

a) Interactions with previous teachers of the students concerned

As effective as it is obvious, previous teachers have had a whole year to understand students — what they've achieved, what might need reinforcing, who's excelling and who might need more support.

Understanding what's tried and true, as well as what approaches need a fresh take, will save time and start the process of getting to know students. It also gives us the opportunity to use a great line — 'I've learned so much from (previous teachers) about you!' Showing them that teachers have made an effort to get to know the students can

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b) Review of previous summative assessments

While summative assessments might not give us the most accurate picture (some students might have had an off day, some topics might not have been covered in-depth), it can give us a rough idea of where our students are in their learning journeys.

When checking through assessments, it's good to keep track of their results in the most *relevant areas of learning* — what they need to know to be successful this year and when they'll need to know it.

By checking last year's assessments, we can avoid piling an assessment on them now. They might not thank us for it, but at least they won't collectively groan at getting one.

c) Diagnosing learning gaps:

Diagnosing learning gaps doesn't have to be a boring test. We should look for quick, easy, and — most importantly — fun ways to see where our students are up to. Here's a few ideas:

- Conduct of diagnostic test at regular intervals and keeping track of students' performance.
- Students should be told to draw what they understand about a topic or concept
- Playing icebreaking games that test students' knowledge
- We should use a writing game for a quick snapshot of students' writing, spelling, handwriting and language conventions
- Use of interactive quizzes to spark memories of past learning and keep an eye out for gaps in knowledge or confidence
- Encouraging students to write narratives on the topics learnt.
- To have students create videos with 10 facts every student should know about ...
- Use of digital mode of assessment.

It's important to let our students know that there's no pressure, that it's not a graded test; it's just to see what they know.

d) Group or one-on-one student interviews

There are four styles of interviews we can perform:

Structured — using a pre-set list of questions or tasks **Unstructured** — asking any questions and setting tasks we think are relevant at any time

Semi-structured — having some questions/tasks prepared and following up with unprepared questions

In-depth — going into detail on a specific topic with specific questions and tasks.

5. Action to be taken to Enhance reading habits of learners

1. Introducing the students to their class library and school library and show case the attractiveness of cover of books on various topics, fictions and cartoon characters.
2. Identify the interests of each students and provide them the books on their specific interests.
3. Frequent talk by the subject teachers on latest books and a brief information on the quality of the book so that the students may be encouraged to read by themselves.
4. Intensive reading habit may be developed by framing comprehension check questions from the text of fictions which is beyond the syllabus and is student friendly and asking the students to work out the answers in groups.
5. Short narrative pieces may be selected for reading comprehension practice before assessment and exams.
6. Students may be encouraged to create a reading club at the classroom level wherein every child contributes review of one book and sharing of the same may be done by the entire class to let them know the perspective of different individuals under the supervision of the language teacher.
7. A popular novel or book as per the age and level of students may be taken for discussion in the class at least two periods may be assigned for the purpose.
8. English /Hindi /science/social sciences and even games project to be assigned on reading articles, survey reports and book reviews of the given book/topics of relevant to subjects
9. Digital mode of comics and story books to be made available for reading of the students.
10. There should be time bound competition for reading maximum numbers of books and keeping their diary record during summer vacation/break. This kind of appreciation and provision for accolades matters for students of all age.

6. Action planned for creating awareness of environment among students

1. It is the prime duty of each teacher especially social science teachers to sensitise students regarding our day to day challenges like scarcity of water , pollution, wastage of paper, evils of single use plastic etc.
2. Invigorating environment clubs to indulge in activities more sincerely for awareness in society.
 - a. Organising frequent visits to Kitchen Garden and medicinal gardens within school premises.
3. Showing them movies and documentaries on related topics like Chipko Movement
4. Assigning saplings for care and continuous monitoring.
 - a. Organising lectures in morning assembly to enlighten the students.
 - b. Encouraging the students to bring innovative ideas for reduction of pollution and make models and exhibits of the same.
5. Celebrations of Van Mahotsav with full vigour and spirit.

7. Planning for Vidya Pravesh daily / Routine chart

Accommodation in new family:- First time away from their family, they need full care and patience to deal with softly so that they can easily assimilate themselves in new zone of friends and Vidyalaya. Hence following themes would've included in our daily schedule:-

1. Greeting them with balloons, chocolate and smiles

They are acquainted with their classroom, class teacher, friends, sub staff/ Aunt, toilets, water collection points etc.
2. Make them feel free and comfortable

They should be given chance to talk informally. Like about the name and profession of their parents, number of family members and their details, localities, their nicknames and likes.
3. Learning group behavior with new friends:-

Let them involve in free play time with their friends under supervision of class teacher.
outdoor games, distributing chocolates through groups, formation of groups as per locality are the ways to let them learn group behavior.
4. Entry level assessment for numeracy

The teacher should provide opportunities to the children for counting and identifying numbers in charts or use play way techniques to know their numerical ability inside the classroom or in activity outside the place of related interest areas like stair cases, children park etc.

5 Lunch Time

It's time to imbibe Simple habits like washing hands with water or sanitizer before taking meal , sharing etc.

6 Assessment of Languages and Literacy

Identification of letters, reading out correctly, able to read words with phonology, would be the objective of the teachers for planning activities and game for new entrants.

7 Good bye time

Before they should be sent back to their parents it is to be ensured that the class teacher have prepared children for the next day's activities and have Encourage children to share all that they have done that day with their parents.

8. Tentative schedule for a week bag-less day in school under PVEP (01 – 10 Nov. 2024)

| S.No. | Name of KV | KV Sector | Area of vocational skill,subject | Days |
|-------|------------|-----------|----------------------------------|------------------|
| 1 | KV Buxar | CIVIL | Cutting and stitching of cloth | 1-10 Nov.2024 |
| 2 | | | First aid & Wellness | |
| 3 | | | Horticulture | |
| 4 | | | Electrician (Household work) | |

9. Schedule of C.C.A. Calendar- 2024-25 (Secondary)

| Month | Date | Activities | Participation |
|-----------|------------|---|---------------|
| April | 06.04.2024 | House Distribution by the Class Teacher | Class Wise |
| | 20.04.2024 | House Meeting and election house official's | House wise |
| | 27.04.2024 | Drawing & Painting competition (Save Water) | Class wise |
| May | 04.05.2024 | Drawing & Painting competition | Class wise |
| June | 22.06.2024 | Inter House Kho-kho Competition | House wise |
| | 29.06.2029 | Inter House Kabaddi Competition | House wise |
| July | 06.07.2024 | Spell bell | Class wise |
| | 20.07.2024 | English story telling | House wise |
| | 20.07.2024 | Adolescence Programme – Slogan Writing Competition | House wise |
| | 27.07.2024 | Hindi Essay Competition | Class wise |
| August | 03.08.2024 | Rakhi Making Competition | Open to all |
| | 17.08.2024 | Sanskrit shloka recitation | House wise |
| | 24.08.2024 | English Poem Recitation | House wise |
| | 31.08.2024 | English story writing | Class wise |
| September | 11.09.2024 | Poem Recitation in Hindi | House wise |
| | 13.09.2024 | Debate in Hindi & Celebration of Concluding day of Hindi Pakhwada | Open to all |
| October | 05.10.2024 | Solo Song | House wise |
| | 12.10.2024 | Hindi Extempore | House wise |
| | 19.10.2024 | Solo Dance | House wise |
| November | 02.11.2024 | Group Dance | House wise |
| | 09.11.2024 | English Extempore | Class wise |
| | 16.11.2024 | English Debate | Class wise |
| December | 07.12.2024 | Patriotic Song (Group Song) on Airforce Day | House wise |
| | 14.12.2024 | Foundation Day Celebration | Open to all |

C.C.A. Calendar- 2024-25 (Primary)

| S.No | Date | Activities |
|------|------------|------------------------------------|
| 1 | 16/04/2024 | HOUSE DISTRIBUTION & HOUSE MEETING |
| 2 | 23/04/2024 | ENGLISH CALLIGRAPHY |
| 3 | 07/05/2024 | BIRTHDAY CARD MAKING |
| 4 | 25/06/2024 | DRAWING COMPETITION |
| 5 | 02/07/2024 | MEMORY TEST |
| 6 | 16/07/2024 | MENTAL MATH |
| 7 | 23/07/2024 | HINDI CALLIGRAPHY |
| 8 | 30/07/2024 | JUMBLE WORD |
| 9 | 06/08/2024 | RAKHI MAKING CAMP |
| 10 | 20/08/2024 | POEM RECITATION (ENGLISH) |
| 11 | 27/08/2024 | POEM RECITATION (HINDI) |
| 12 | 03/09/2024 | ENG SPELLING TEST |
| 13 | 17/09/2024 | STORY TELLING COMPETITION (HINDI) |
| 14 | 24/09/2024 | HINDI SLOGAN COMPETITION |
| 15 | 01/10/2024 | RHYMING WORD |
| 16 | 15/10/2024 | QUIZ COMPETITION |
| 17 | 22/10/2024 | SOLO SONG COMPETITION |
| 18 | 29/10/2024 | RANGOLI COMPETITION |
| 19 | 05/11/2024 | COLLAGE MAKING COMPETITION |
| 20 | 19/11/2024 | HINDI EXTEMPORE |
| 21 | 26/11/2024 | POSTER MAKING COMPETITION |
| 22 | 03/12/2024 | SOLO DANCE COMPETITION |
| 23 | 17/12/2022 | GROUP DANCE |

8. Activities (counselling sessions/health check-up etc.) with tentative dates.

| | Tentative dates | remarks |
|--|----------------------------------|---------|
| 1. Overall Healthcheck up | Jan third week 2025 | |
| 2. Routine healthcheck up | Week wise routine for each class | |
| 3. General counselling session & Brain Storming Session | 2 nd week of November | |
| 4. Counselling session for addressing challenging issues like drug abuse peer pressure | 2 nd week of sep. | |
| 5. Awareness regarding child abuse and POSCO | 2 nd Week of July | |
| 6. Routine counselling (One to One) counselling | As per specific needs | |
| 7. Career counselling | 4 th week of December | |

9. Planning and schedule for copy correction and class-room observation by Principal/ICs.

- Teachers are to correct note books on daily basis during 1.20 hrs after school hours.
- Sample note book correction by Principal on weekly basis.

Schedule of Sample note book correction and class-room observation by Principal/ICs

| S.no | Month | week | Classes |
|------|-----------|-----------------|--------------------|
| 1 | April | 1 st | X |
| | | 2 nd | IX |
| | | 4 th | Random checking |
| 2 | May | | |
| 3 | June | | Random checking |
| 4 | July | 1 st | X |
| | | 2 nd | IX |
| | | 3 rd | Random checking |
| | | 4 th | V |
| 5 | August | 1 st | VIII |
| | | 2 nd | VII |
| | | 3 rd | Random checking |
| | | 4 th | VI |
| 6 | September | 1 st | XI |
| | | 2 nd | X |
| | | 3 rd | Random observation |
| | | 4 th | Random observation |
| 7 | October | | X |
| 8 | November | 1 st | II |
| | | 2 nd | IV |
| | | 3 rd | X |
| | | 4 th | III |
| 9 | December | 1 st | IX |
| | | 2 nd | Random observation |
| | | 3 rd | Random observation |
| 10 | January | | Random observation |
| 11 | February | | Random observation |

Principal
KV, Buxar