केंद्रीय विद्यालय एम.सी.एफ लालगंज

Kendriya Vidyalaya M.C.F Lalganj

2024-25 के लिए शैक्षणिक योजना

Academic Planning 2024-25

1. अनुभवात्मक अधिगम)Experiential Learning)

‘Education is everyone's birth right', but it's important that we provide an opportunity to learn in such a way that suits and respects individual needs and differences of our students. Learning is not just scoring good grades it applies to one's learning for one's life.

Improving students' learning and growth has always been the focal concern of scholars and researchers. Research evidence suggests that increased learning will occur if students think, apply their knowledge to experience, solve problems, develop skills and transfer them from one setting to another. Therefore, successful schooling must involve students in experiential learning to engage them in reflection and reasoning.

Experiential Learning, Meaning& Implementation

1. This implies that experiential learning is a learning process where students are engaged in hands-on experience and reflection. This helps them to interact with the world and generate a deep understanding of what they are learning.

Key Principles of Experiential Learning & Its Implementation in the Vidyalaya

Here are essential principles of experiential learning.

Mixture of content and process

Experiential learning empowers students to apply their theoretical knowledge in practice both inside and outside the classroom to understand the phenomena being studied. Primary students are doing the activities mentioned in their textbooks in the class & are getting hands-on experiences.

Connection to the real world

In experiential learning, students work on real-life issues. They make connections between the learning they are doing and the world. They relate their knowledge to their daily lives, explore and examine their own values. The students are connected to the outside world through field trips, visit the gardens, canteen to see cooking process, learn the names of the things etc.

Learning is personal

All learning experiences are personal and unique to every student. "Each experience is influenced by the unique past of the learner "

So, unlike the traditional classroom where the focus is on instruction, experiential learning emphasizes facilitating students' learning which is being carried out in the Vidyalaya. Cycle tests are not considered complete till all the students have achieved the desired level of learning.

Mistakes are embraced

Experience is the name everyone gives to their mistakes. To instill such a learning culture among our students, we are creating a safe space so that they can work through their own process of self-discovery and learn through trial and error. Teachers in the Vidyalaya never name or shame students but motivate them to learn. This is helping students to develop confidence in them and from passive they are becoming active learners.

Ways being implemented in the classroom

The following stages are inculcated in our daily classroom activities:

1. Experiencing
2. Imaging
3. Reflecting
4. Analysing
5. Thinking
6. Deciding
7. Acting

Experiential Learning Activities Being Conducted in the Vidyalaya

Experiential learning can be used with students of all ages, regardless of the subject they're learning. Here are some examples of experiential learning activities being conducted in K.V M.C.F Lalganj.

Field trips

Students visit other environments, access tools, and engage with content in a variety of ways. This can help them see the connections between what they are learning at school and what is happening in the real world. Students went on a field trip to see flights or planes and met fighter pilots and got a chance to see them fly from a safe distance.

Project-based learning

Students work in groups to search for real problems and concepts. The students have been divided into heterogeneous groups and are assigned heterogeneous topics for diversified teaching and learning like MDP, Book Reviews etc.

Science experiments

These don't necessarily require lab equipment. There are fun and easy, science experiments students can do at home or at school and learn from. Simple experiments like identifying green pigments in plants or annual rings in stems are being demonstrated in the class by teachers teaching EVS.

Drama and role-playing

Students imagine that they are either themselves or another person in a particular situation. They reflect and develop greater understanding of self and others. So, the focus here is on the growth and development of the student rather than the entertainment or stimulation of the observer. Drama and role-playing activities are nearly a day-to-day affair in the classes where students learn to act and while acting learn different concepts of Eng., Hindi, Math's., EVS.

Storytelling

Asking students to write stories can develop their memory and visualization skills. Telling those stories can trigger memorable pictures in the minds of their listeners. By doing so, the information would be best understood and remembered. The Librarian and subject teachers are getting book reviews made by the students based on the books students get issued from the library. We plan to read a book review once a week in morning assembly.

Reflection on reality – writing

Different writing techniques are being used in the Vidyalaya to enhance students' reflection such as:

guided imagery – free writing stimulated by an image such as 'being on a journey',

life stages – writing about events in life as if they were chapters of a book,

stepping stones – reviewing formative life experiences from the vantage point of the present;

the daily log – to record the day's events;

the period log – to record a current period in the writer's life;

dialogue – creating a dialogue with a person, event, or object from the writer's life;

altered point of view – writing about oneself in the third person, or about someone else in the first person.

The Vidyalaya students are getting more engaged, their concentration and retention is improving.

Case Studies

Most people learn better through real incidents than from theories.
Case studies are based on real-life circumstances in a certain firm or business to provide strong, real-life examples that build on fundamental ideas.
Case studies can be presented in various ways, allowing participants to respond to open-ended questions, brainstorm solutions, or examine facts. Attendees might get crucial insight on the behaviors or activities required to effectively deal with similar situations in the future by studying past experiences.

Simulation

Simulations can be used to assess skills, adapt instruction, and allow employees to apply what they've learned. Students have the opportunity to practice specific skills and make errors in a safe atmosphere. Simulations' adaptability makes it a useful tool for training and preparing students for expected and unexpected scenarios.

2. निपुण भारत मिशन में निर्धारित लक्ष्य को प्राप्त करने के लिए प्रत्येक शिक्षार्थी का सहयोग (Supporting every learner to achieve lakshyas lay down in NIPUN Bharat Mission)

NIPUN BHARAT MISSION – FOUNDATIONAL LITERACY AND NUMERACY

A conducive classroom environment is being provided to the students where children feel free to express themselves by broadcasting themselves. They even flaunted their best by capturing (audio/video) and sharing what they believed in. We root for the fact that our children never settle for anything less than their potential, even when they are having fun.

Parents as Partners in NIPUN

Along with 'Reading aloud' and 'Group Reading' following strategies are being adopted in the Vidyalaya to achieve Lakshyas laid down by NIPUN Bharat Mission.

1. Integration with 'Fun day' activities-
   Paper craft, clay modelling, drawing, storytelling, communicative skills, skill-based activities etc. are being carried out in the Vidyalaya. Students are being encouraged to make toys as per the requirement of the chapters being taught to showcase their imaginative talent.

2. Nook Book-

A cosy spot dedicated to reading has added joy to the activity. The children just needed to pick or bring, is their favourite book! And read there after completing their work. Nook Book corners have been developed in the classes where students form groups to read and later recite what they have read and learnt.

3. Word searches-
Naming words, action words, describing words, rhyming words etc. cues for such words given and students had searched. This activity is held once a week which is making class lively and teaching learning more fun.

4. Stand up – sit down-
After reading comprehension students were asked to stand up if a statement about a recently read story is true, or to sit down if it's false.

5. Discovering missing letter-
To teach the sound of the letters, some words are written on the board or are shown- minus some letters, students must identify missing letter/s through the pronunciation of the word.

6. Silly voices reading and Augmented Reality-

Kids love to laugh and joke, so occasionally stories and poems are being read in silly voices. At times voice got high-pitched, sped it up like some cartoon character, and then pitched voice low. Kids loved seeing these stories come to life with words, and we all share a good laugh. Augmented reality makes it more fun.

7. Be an illuminator, throw some light-

Children are asked to describe whatever they had made/ drawn/ brought- clay modelling, drawing, their bottle, shoes etc. This activity links the child to outside world a key component of NEP 2020.

8. Sing along with actions-

Poems are taught like songs and gesticulation created an ease to learn and remember. Children enjoy it the most.

9. Count around you-

Count people standing in line, the number of steps in the school, the cracks in the sidewalk, no. of potatoes mother chopped for dinner etc. this fun activity made them well versed with counting. Through this we are making homes of students an extended branch of school.

10. Shape search and number rhymes-

Children find out items of different shapes write down their names and no. (How many of same shape?). Poems were taught to make them aware of addition, subtraction etc. through this, teachers are interlinking Maths with language.

11. Wise use of online materials/ games-

Teachers in the Vidyalaya are judiciously using different online platforms for augmented reality

Expected Outcomes of the NIPUN Bharat Mission

1. Improved fdamental skills of children to reduce drop outs.
2. Practise of tiy based and unique pedagogies.
3. Farming of training module that focuses on developing skills.
4. Ensure holistic development of every child.
5. Create creative assessments.

3. अधिगम अंतराल की पहचान व उपचारात्मक हस्तक्षेप (Identification of Learning Gaps and Remedial Interventions for bridging them)

TYPES OF LEARNING GAPS

✓ Knowledge Gaps
✓ Skill Gaps
✓ Motivation Gaps
✓ Communication Gaps

Identification of Learning Gaps

Assessment Data& Classification

Teachers can determine which students are struggling in which courses by examining their test results, grades, and other data. Not all teachers can engage with children one-on-one enough to identify learning gaps as class numbers increase. They examine standardized exams taken by students throughout their school instead. The teachers have identified and classified students in Bright, Average and Slow Bloomers which is not only based on standardized tests but also on observations in classrooms and playgrounds as well.

One-On-One Meetings

Meeting with student one-on-one is an effective way for teachers to identify learning gaps. When the teachers have additional time left for such meetings, they ask students about their

understanding of the lesson, which topics they find difficult, and what kind of support they need to improve. The teachers are making a lot of efforts to bridge the learning gaps. They are holding counseling sessions for students and parents as well.

Self-Reflection

Students' self-reflection is another method for detecting gaps. Learners frequently identify when they don't understand a concept that their peers do. Just asking for assistance may be too frightening or embarrassing. Teachers are making a brief questionnaire on the subjects that a student is having trouble understanding. This is helping teachers to understand the student's needs; this data is being used for bridging learning gaps too.

BRIDGING THE LEARNING GAPS

It is important to minimize the learning gap among the students as it has an impact on the students learning and all-round development. Following are the strategies through which these gaps can be minimized.

- ✓ Bridge Course
- ✓ Community hubs
- ✓ Peer Support
- ✓ Diagnostic Assessments
- ✓ Teacher Training
- ✓ Personalized learning
- ✓ Differentiated Instruction
- ✓ Feedback and Reflection
- ✓ Teacher collaboration
- ✓ Mentoring and counselling

The strategies mentioned are being applied by the Vidyalaya teachers to enhance the performance of the students. Parents are being regularly informed regarding the same.

4. कौशल शिक्षा का एकीकरण (Integrating Skill Education)

Objective: To integrate skill education seamlessly into the school curriculum, empowering students with practical skills and knowledge for personal and professional success.

I. Needs Assessment:

A. Identify Skill Gaps:

- Constant surveys and consultations.

B. Alignment with Future Trends:

- Research and identify skills that are in demand in the job market and are likely to be valuable for students' future careers. Students have been motivated to take up a project as per their skills and its prospects. They are being guided to hone their skills.

- **Skill Subjects: -** To ensure implementation of Vocational Education and to develop a skill during school period of children.

    Collaborative Projects:

- Students and teachers are being encouraged to create projects that incorporate skill development.

Skill Enhancement Workshops (Throughout the Year):

Regular Workshops:

- Regular workshops on specific skills, such as communication, critical thinking, coding, art and craft, vocational skills are being held for students to make them aware regarding the skills that need to be mastered.

- Experts are being invited from time to time to not only showcase but also give experiential learning to the students.

Student-Led Workshops:

- Students are being encouraged to lead workshops in areas where they excel, promoting peer learning.

Monitoring and Evaluation:

Data Collection:

- Continuously data is being collected on student performance, skill development, and the data is being used to assess the effectiveness of skill integration efforts.

- Informing parents about the importance of skill development and encouraging their support.

- Recognizing and providing certificates to students for their skill achievements. This can motivate students to further develop their skills.

- Providing more focus on 'learning by doing' i.e. experiential learning.

Documentation:

Records of skill modules and assessments are being maintained by the Work Education Teacher.

5. क्षमता आधारित शिक्षा (Competency Based Education)

1. **Annual Vidyalaya Plan: - NEP-2020 stresses** on planning Annual Vidyalaya Plan.It has been prepared so that there is uniformity in the teaching learning process as per the vision & mission of KVS.
2. **Resources for Teaching and Learning: -**
   2.1. Classes are well equipped with smart boards and are being efficiently used by the teachers.
   2.2. The activity room with android T.V. is also being used for competency building.
   2.3. All the labs are well equipped, and practicals are being conducted as per CBSE norms.
   2.4. Besides this art, SUPW, games etc. rooms are satisfactorily equipped for enhancing the creative and other skills of the students.
   2.5. E-learning materials like e-textbooks have been uploaded on computers in smart classes to lessen the bag weight of the students. Besides this, teachers are using other portals for developing core competencies of the students.
3. **Health and Hygiene by Adopting Inclusive Practices: -**Health and hygiene is another competency which CBSE stresses in its curriculum.
   3.1. Games & yoga periods are being held regularly where teachers guide and train the students. Besides AEP periods have been allotted in the timetable to sensitize and to guide the students during the stressed time of adolescence.
   3.2. Scouts & Guides are training tiny tots of primary regarding hand washing and healthy practices.
4. **Promoting Peer learning: -**One of the main aims of NEP 2020 is to ensure the growth of all and no one is left behind.
   4.1. Teachers have already classified the students as Bright, average and slow bloomers based on their performance in the class and the observations of the teachers. Peer learning is being promoted in the classes where a bright student is a mentor of slow bloomers and seating arrangements have been made accordingly.

5. **Integrating Arts in Education: -**
   5.1. All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it

helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics.

5.2. Students are doing one Art-Integrated Project work in each subject as part of Subject Enrichment Activity which is trans-disciplinary in nature. For example, in class XII students in English have been given a project to write about Indigo Movement in Champaran during Indian Independence Movement and must do 'Bandhej Painting' using Indigo.

6. **Subject Enrichment Activities (SEA), Multi-disciplinary Project (MDP) and Learner's Diary (LD): -**

7. **Competency-Based Questions in classes: -**

7.1. III-V- At least 30%, Competency Based Questions is being incorporated in the Pen Paper Test.

7.1.a. Oral Test and other activities [viz. Subjects Enrichment Activities (SEA), Written Work & Notebook Submission (WW&N-BS) and Multi-disciplinary Project (MDP)I are being conducted before pen paper test '.

7.2. VI-VIII- At least 30% Competency Based Questions including CCT skill questions is being incorporated in all kinds of Pen-Paper Test'

7.2.a. For term-II syllabus for classes VI to VIII, 10%, 2O% and 30% syllabus of the Term-I will be included for Classes VI-VIII respectively"

6. **Competency-based Questions in Board Classes of IX – XII** as per CBCE norms.

6.1. **Better Learning Environment for Students: -**NEP-2020 pays a lot of stress on inclusive and stress-free environment which has been the aim of KVS & Vidyalaya as well. The Vidyalaya is making a lot of efforts for the same. Counseling sessions are being held continuously.

6.2. ACP classes are being held so that the students understand their duties and responsibilities so that they behave accordingly and can inculcate the competencies required for achieving success in life.

6. शैक्षिक सत्र के लिए एक नवाचार परियोजना
(One Innovative Project for the Academic Year)

Project to equip students with 21st Century skills with a motto to Educate, Encourage and Enlighten them.

7. विद्यालय स्तर पर दो सर्वोत्तम अभ्यास की पहचान और उसका डॉक्यूमेंटेशन

(Identification of two best practices at school level and documentation thereof - Brief of Best Practices)

- Know Your Child (KYC)

  Understanding our child is one of the most important things that we should learn as a teacher. It is very helpful in becoming effective in guiding and nurturing our child as they grow and mature. We need to bear in mind that our child has a unique personality trait that remains consistent throughout life. We are focusing on following areas :

  ★ Health conditions:
  ★ Family issues:
  ★ Personality traits or behaviour issues:
  ★ Strengths and weaknesses:
  ★ Learning style:
  ★ Study habits:
  ★ Special interests:

- Toy-Based Pedagogy is based on the principle that toys are not just for entertainment. or recreation but can also be used as a learning resource for the mental, physical, social and emotional development of the child.
  Toy based pedagogy at the foundational stage is where children learn through toys and games as children learn best through play and exploring play materials.

  Importance-
  Toy-Based Pedagogy can be an effective approach for students of all ages. Using toys provides learners with opportunities like exploring, imagining, observing, creating, expressing and, most importantly, engaging and playing.

8. प्रत्येक प्राथमिक कक्षा को स्मार्ट क्लास के रूप में विकसित करने की कार्य योजना
Action Plan for developing each Primary Classroom as Smart Class

INTRODUCTION

The smart classes are a modernized method of education in Indian education scenario which provides quality education to students by helping them in better concept formation, concept elaboration, improvement in reading skills and academic achievement. Smart classrooms are advanced educational infrastructures where learning is processed digitally. Audio-visual sessions enhance the student's knowledge and interest in studies.

The Objectives of a Smart Class-

Smart classrooms are designed to improve learning methods and implement an advanced infrastructure. It focuses mainly on the intellectual development of students. Moreover, it helps in inculcating the best knowledge in an easy and smart way to keep the students updated. Apart from that, it focuses on reaching remote students easily and providing them best educational facilities.

Here are some of the objectives of a smart classroom that helps the student discover a new dimension of studying:

1. Preparing audio-visual study materials according to the school's curriculum.

2. Designing chapters and lessons digitally so that students can easily learn and remember them.

3. Ensuring better understanding and easy learning by simplifying abstract concepts.

4. Introducing several games and activities to make students enjoy learning.

5. To improve creative thinking in the learning process to visualize the concepts and practices with model and demonstrations.

6. To help teachers to meet new challenges and develop students' abilities and performance.

IMPORTANCE AND ADVANTAGES OF SMART CLASSES

E-learning and smart classroom aims at developing the student's learning ability as the entire chapters become more interesting to study and hence improve the results of the students. Smart classrooms are the new generation educational product which helps students gain more marks and is a step to the future of education. E-learning is a revolutionary product in the field of education.

To understand the importance of a smart classroom in a broader aspect, let's look at its advantages.

- Enhanced Learning Experience.
- Interactive Learning Experience.
- Easy Access to Online Resources.
- Time Saving Technology.
- Eco/Environment Friendly.
- Easy and innovative learning.

Action plan for the development of Smart Classroom- As the name suggests, smart classrooms are the smart replica of traditional classrooms. The environment of the classroom is centered on technology where the teacher and the students interact through a SMART board.

This program encompasses infrastructure, methodology of transaction, hardware, and software. The development of Smart Classroom includes various stages and components i.e. -

- ★ Redecorated interiors/ Technology friendly infrastructure
- ★ Enhanced lighting controls
- ★ A gyro wireless mouse to control the computer and projector from anywhere in the classroom
- ★ Switching controls to easily change projector output between the PC, laptop,
- ★ document camera, and DVD/VCR
- ★ New projectors
- ★ Laptop plugs so you can bring your own computer and hook it up instantly
- ★ A document camera to show transparencies, papers, or small objects on the projector.
- ★ Skilled teachers/ Techno friendly teachers
  - ★ Components of Smart Classroom

• Smart Board

• Smart LED TV

• Short throw Projector

• Video Conferencing Equipements

• Laptop with Internet connection

• Document Camera/ Visualizer

• Podium

• Video Conferencing

9. विद्यालय स्तर पर सतत व्यवसायिक विकास

(Continuous Professional Development at School Level)

Objective: To foster a culture of continuous learning and development among our educators, ensuring they are equipped with the knowledge, skills, and motivation to provide the best possible education for our students.
By plan for Continuous Professional Development, KV MCF Lalganj aims to create a culture of lifelong learning, improve teaching quality, and enhance student outcomes, ultimately contributing to the success and growth of our educational community.

I. Pre-Academic Year Planning (Before the Academic Year Starts):
A. Needs Assessment:
- Conduct surveys and meetings to identify specific CPD needs among teachers and staff.

- Analyze the results to determine the most critical areas for improvement.

B. Goal Setting:
- Establish clear CPD goals aligned with the school's educational objectives.

C. Resource Allocation:
- Allocate budgets, time, and resources for CPD initiatives.
- The budget is being allotted as per KVS norms and being utilized judiciously

D. Planning Committee:
- Form a CPD planning committee comprising teachers, administrators, and education experts.
- Committees have been formed and newly transferred teachers have been incorporated and assigned their tasks and are performing their duties efficiently.

II. Orientation and In-Service Training (Beginning of the Academic Year):

A. Orientation Program:
- Conduct an orientation program for all staff members to introduce them to the CPD framework, goals, and expectations.

B. In-Service Training:
- Provide in-service training sessions on critical topics, such as curriculum updates, technology integration, and classroom management.
- Ensure that training aligns with identified CPD needs.

III. Regular CPD Sessions (Throughout the Year):

A. Monthly Workshops:
- Schedule monthly CPD workshops or seminars covering various topics, including subject-specific updates, classroom management, assessment strategies, and more.
- Include a mix of in-person and virtual sessions to accommodate different learning styles and schedules.

B. Assessment:
- Evaluate the progress of CPD initiatives against established goals.
- Gather feedback from teachers about the effectiveness of CPD sessions and make improvements based on their input.

C. Feedback and Planning:
- Gather feedback from teachers and staff about the overall CPD experience.
- Other than the above mentioned training programmes KV,MCF, Lalganj, Raebareli has also planned 'Annual Calendar of Activities' for CPD to be conducted at Vidyalaya Level.
- We have a set practice to arrange a brief session 'of teachers by teachers who have been trained in any workshop'. In this way all the teachers of Vidyalaya get benefitted as it helps improving school academics.
- Teachers are also instructed to ensure 50 hours of CPD at school level through blended mode.