

GANDHI PUBLIC SCHOOL

CBSE Affiliated K - 12 (Science and Commerce) Day cum Residential

GIET University Campus, Gunupur



MY ACADEMIC PLANNER

20 to 20

Name :

Designation :

Class :

MY ACADEMIC PLANNER: 2020-21

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Our Vision :

Our Mission :

1. Personal Memoranda

1. Employees Full name : _____
2. Father's / husband's name : _____
3. Date Of Joining In Gandhi Public School : _____
4. a. Educational qualifications : _____
b. Designation : _____ c. Sex : _____ d. Marital status : _____
e. Email address : _____
f. Landline no : _____ g. Mobile no : _____
5. Permanent residential address : _____
full address With pin cade) _____

6. Present residential address : _____
full address With pin cade) _____

7. Date of birth :
8. Caste : _____ Religion : _____ Mother tongue : _____
9. Classes & subjects taught : _____
10. In-service education (seminar/training / workshop Attended) during last 3 years (2018-19, 2019-20, 2021-21):

S. No.	Date of Seminar/ training/workshop		Venue/Place of Seminar/ Training Workshop	Subject/theme of Seminar/ Training/Workshop
	From	To		
1				
2				
3				
4				

11. KYC Details :

a. Pan No	b. Aadhar No	C. Epfo No

Signature of the Employee with Date:

13. Family Details:

	Name of the Family Member	Relation with Employee
1		
2		
3		
4		

14. P.F.A/C No. ____/____

15. Pension A/C No. ____/____/____

16. PPF A/C No. (if any) _____

17. Details of TDS of the year

SL.No.	Month/Year	Gross Salary drawn	TDS
1	April 2020		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
	TOTAL		

The information/details above is true to best of my knowledge and belief.

Sign of the Employee : _____

Name of the Employee : _____

2. ABOUT THE ACADEMIC PLANNER

Gnificance

- ◆ "My academic planner" is a complete document which Reflects the activities of the teachers scholastic and Co-scholastic areas.
- ◆ It also acts as a reference to the efforts and Achievements of the teacher throughout the academic Year.
- ◆ It reminds the teacher of the decisions taken in various Meetings which need to be implemented
- ◆ It is a permanent record of achievement and Shortcomings
- ◆ It should be preserved neatly and securely.

Lesson plans

- ◆ Planning is essential for the successful Implementation of work.
- ◆ Planning for the transaction of the units of curriculum Demands a deep study of the topics to locate the Teaching points, the concepts, the values inherent, the Possible activities to supplement the teaching and Assignments to reinforce the learning objectives and The learning outcomes.
- ◆ Hence lesson plans should be prepared in advance, After a deep study of the topic, taking all aspects of the Lesson or unit.
- ◆ Homework and class work as recorded in the lesson Plan must find a place in the student's diary of the Concerned class.

Submission of academic planner

- ◆ The teacher must submit the academic planner every Week to the supervisor without fall.
- ◆ All the entries should be completed.
- ◆ The planner should be carried to the classroom every Day.
- ◆ It should be carried to all the meetings and the Minutes of the meetings to be written down
- ◆ The teacher must submit the academic planner to The supervisor / principal before he/sh goes on long Leave / transfer / resignation and at the end of the Session.
- ◆ It should be written and maintained with all Earnestness and regularity.
- ◆ The supervisors will check the academic planner and Maintain a record of submission at non submission of The planner in time with other remarks and submit a Report to the princip at the end of the session.

3. TEACHER - A ROLE MODEL

“a teacher is like a candle, it consumes itself to light The way for others”

a teacher holds a unique place In the life of a child. she/he is a great stimulus to bring Change and qualities that will help a child to stand Out and shine. Spread awareness about the mission & Vision of education in a school amongst one and

Vision

Every child is unique and gifted. Individual talent needs to be honest and nurtured to Extent.

Mission

To create excellent human beings by providing Holistic education to all the students a perfect blend blend of traditional wisdom of Our ancient sages and latest technology based key to Attain the required goal.

Role of a teacher

1. To be a friend, mentor and counsellor to all under one Charge.
2. To be a bridge between home, school & outside world
3. To practice what is preached to lead by example,
4. To provide wholesome knowledge as per curriculum And beyond it by adopting innovative Teaching tools and techniques
5. To be a harbinger of change in every aspect of Student's life, personal or professional
6. To keep personal biases/preferences away from Professional life.
7. To ensure total parental satisfaction by maintaining A proper link with parents and updating them regularly With their child's performance and behavior.
8. To update oneself and quest for continuous self Improvement by means of self study various in-service Programmes.
9. To analyse one's strengths, weaknesses, Opportunities and threats (swot) in order keep Abreast with changing times.
10. To create a congenial student friendly environment In the school, enhancing total personal development And ensuring smooth transaction of knowledge & life Skills.

4. MULTIPLE INTELLIGENCES

HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

According to Gardner,

"Successful education does not require covering everything from Plato to NATO.

In fact, the greatest enemy of understanding is Coverage. If we try to cover everything, by the end of the day people will have learned very little and will have understood nothing. As a teacher, ask yourself, "I had one hour (per semester) to teach students, what would I teach them?"

Harvard professor Howard Gardner has identified eight different types of intelligences that each individual has the capacity to possess. The idea of

Multiple intelligences is important because it allows for educators to identify differing strengths and weaknesses in students and also contradicts the

idea that intelligence can be measured through IQ. In researching about genius, we found that Howard Gardner's theory of multiple intelligences provides a great alternative to the popular measurable IQ method

Summaries of eight intelligences:

1. **Visual / spatial**-involves visual perception of the environment, The ability to create and manipulate mental images, and the orientation of the body in space,
2. **Verbal / linguistic** – languages involves reading, writing, speaking, and conversing in one's own or foreign
3. **Logical / mathematical** - involves number and computing skills, recognizing patterns and relationships, timeliness and order, and the ability to solve different kinds of problems through logic.
4. **Bodily / kinesthetic** - involves physical coordination and dexterity, using fine and gross motor skills, and expressing oneself or learning through physical activities.
5. **Musical** - involves understanding and expressing oneself through music and rhythmic movements or dance, or composing, playing for conducting music:
6. **Interpersonal** - involves understanding how to communicate with and understand other people and how to work collaboratively,
7. **Intrapersonal** - involves understanding one's inner world of emotions and thoughts and growing in the ability to control them and work with them consciously
8. **Naturalist** - involves understanding the natural world of plants and animals, noticing their characteristics, and categorizing them: it generally involves keen observation and the ability to classify other things as well.

"Multiple intelligences is a psychological theory about the mind. It is a critique of the notion that there's a single intelligence which we're born with, which can't be changed, and which psychologists can measure. It's based on a lot of scientific research in fields ranging from psychology to anthropology to biology. It's not based upon a tautology, which theories are based on. The claim is that there are at least eight different human intelligence tests look at language or logic are both those are just two of the intelligences. The other are musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and naturalist. It makes the first claim that all human beings have all of these intelligences. It's part of our species. The second claim is that, both because of our genetics and our environment, no two people have exactly the same profile of intelligences, not even identical twins, because their experience is different."

Multiple intelligences:

Definitions & examples

Linguistic

- ◆ to think in words and to use language to express and understand complex meanings sensitivity
- ◆ To the meaning of words as well as the order of words, Their sounds, rhythms, are inflection
- ◆ To reflect on the use of language in everyday life

- ◆ Linguistic sensitivity: skill in the use of words for
- ◆ Expressive and practical duro reading: skill in reading
- ◆ Writing: ability and interest in writing projects such As poems, stories, books, or letters.
- ◆ speaking: skill in Oral communication for persuasion memorization, And description

logical-mathematical

- ◆ to think of Cause and effect and to understand relationships. Among actions, objects, or ideas
- ◆ to be able to calculate, Quantity, consider propositions, and perform complex Mathematical logical operations
- ◆ Inductive and deductive reasoning skills, as well as Critical and creative problem-solving
- ◆ problem solving: Skill in organization problem solving and logical Reasoning, curiosity investigation
- ◆ Calculations: ability to work with numbers for Mathematical operations such as addition division

Musical

- ◆ To think in sounds, rhythms, melodies, and rhymes
- ◆ To be sensitive to pitch, rhythm, timbre, and tone
- ◆ to Be able to recognize, create, and reproduce music by Using an instrument or the voice
- ◆ to listen actively
- ◆ Instrument: skill and experience in playing a musical
- ◆ Instrument vocal: a good voice for singing in tune and Along with other people
- ◆ appreciation: actively enjoys Listening to music

Bodily-kinesthetic

- ◆ To think in movements and to use the body in Skilled and complicated ways for express as well As goal-directed activities
- ◆ sense of timing and Coordination
- ◆ physical skill: ability to move the whole Body for physical activities such as baratos Coordination, and sports
- ◆ Dancing, acting: to use the body in expressive,Rhythmic, and imitative ways
- ◆ Working With hands: to use the hands with dexterity and skill For detailed activities and small work

Interpersonal

- ◆ To think about and understand another person
- ◆ to Have empathy and recognize distinctions among People and to appreciate their perspectives with a Sensitivity to their motives, moods, and intentions
- ◆ Includes interacting effectively with one or more People among family, friends, or working relationships
- ◆ Understanding people: sensitivity to and Understanding of other people's moods. Feelings, and point of view
- ◆ Getting along with others: able to maintain good Relationships with other people especially friends and Siblings
- ◆ leadership: to take a leadership role among People through problem solving and influence

Intrapersonal

- ◆ To think about and understand one's self
- ◆ to be aware Of one s strengths and weaknesses and lo plan Effectively to achieve personal Goals
- ◆ Includes reflecting on and monitoring one's thoughts And feelings and regulating them effectively
- ◆ Knowing myself: awareness of one's own ideas, Abilities; personal decision-making skills
- ◆ goal Awareness: awareness of goals and self-correction And monitoring in light of a goal
- ◆ managing feelings: Ability to regulate one's feelings, moods and emotional Responses

- ◆ managing behavior: ability to regulate one's Mental activities and behavior

Spatial

- ◆ to think in pictures and to perceive then Visual world accurately
- ◆ to be able to think in three Dimensions and to transform one's perceptions And recreate aspects of one's visual experience via Imagination
- ◆ to work with objects
- ◆ Imagery: use of mental imagery for observation,
- ◆ Artistic, creative, and other visual or other crafts
- ◆ Construction: to be able to make, build, or assemble Things

Naturalist

- ◆ to understand the natural world including plants, Animals, and scientific studies
- ◆ to be able to recognize And classify individuals, species, and ecological Relationship
- ◆ to interact effectively with living creatures And discern patterns of life and natural forces
- ◆ animal Care: skill for understanding animal behavior, needs, Characteristics
- ◆ Plant care: ability to work with plants, (.e., gardening, Farming and horticulture
- ◆ Science: knowledge of natural living energy Ersonal Forces, including cooking, weather and physics

Photo

The 5 e's

The 5 e's is an instructional model based on the Constructivist approach to learning, which says ha Leaders build or construct new ideas on top of their Old ideas. The 5 es can be used with students all ages, Including adults.

Each of the 5 e's describes a phase of learning, and Each phase begins with the letter "e: egg explore, Explain, elaborate and evaluate. The 5 e's allows

Students and teachers to experiend common activities, To use and build on prior knowledge and experience, To construct meaning and continually assess their Understanding of a concept.

Engage: this phase of the 5 e's starts the process. An Engage activity should do the following

1. Make connections between past and present Learning Experiences.
2. Anticipate activities and focus students' thinking On the learning outcomes of current active students Should become mentally engaged in the concept, Process or skill to be levied.

Explore: this phase of the 5 e's provides students with A common base of experiences. They identify and Develop concepts, processes and skills. During this Phase, students actively explore the environment or Manipulate materials.

Explain: this phase of the 5 e's helps students explain The concepts they have been exploring. They have opportunities To verbalize their conceptual understanding Or to demonstrate new skills or behaviors This phase also provides opportunities for teachers to Introduce formal terms, definitions, and explanation for Concepts, processes, skills or behaviors.

Elaborate: this phase of the 5 e's extends students' Conceptual understanding and allows them to practice Skills and behaviors. Through new experiences, the Learners develop deeper and broader understanding of Major concepts, obtain more information about areas Of interest, and refine their skills.

Evaluate: this phase of the 5 e's encourages learners To assess their understanding and abilities and lets Teachers evaluate students understanding of key Concepts and skill development.

Constructivism

Constructivism is a learning strategy that draws on Students existing knowledge, beliefs and skills. With a constructivist approach. Students synthesize New understanding from prior learning and new

Information The constructivist teacher sets up problems and Monitors student exploration guides student inquiry And promotes new patterns of thinking. Working Mostly with raw data, primary sources and interactive

Material, constructivist teaching asks students to Work with their own data and learn to direct their own Explorations. Ultimately students begin to think of

Learning as accumulated, evolving knowledge. Constructivist approach works well with learners of all Ages, including adults.

The impact on schools

- ◆ we teach all children the way we have met the needs Of the gifted in the past
- ◆ move beyond traditional Methods: incorporate the other six intelligences in Teaching, Assessing and planning
- ◆ Teachers are better able to create more inclusive, Affective and effective instruction (owen)

Schools in the future

- ◆ Movement towards apprenticeship: students work Closely with key individuals over an extended period of Time for them in order to learn exactly what a culture Would like them to know someday, teaching is primarily Done through example
- ◆ Creation of children's museums: students are afforded The opportunity to work with interesting topics at Their own pace and in their own ways; what they've Learned" in school can be "checked out through Experimentation; additional questions will naturally Arise that can be brought back to the classroom and Discussed further
- ◆ Recognize that not all children will have an "understanding" of all traditional today's world of Information dissemination

The really important things for students to know...

- ◆ How to make use of accessible information
- ◆ How to use expertise
- ◆ how to become lifelong Learners
- ◆ how to find out about the things they don't know but Need to know

5. BLOOM'S TAXONOMY ACTION VERBS

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's definition	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into similar parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions	Make and defend judgements based on internal evidence or external criteria
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give Examples Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summerise Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employe Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagrame Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Pointout Question Relate Select Separate Subdivide Test	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Setup Summarize Synthesize Tell Write	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value
	Level 1 : Recall		Level 2 : Interpretation		Level 3 : Problem-solving	

Revised Bloom's Taxonomy-Verbs, Materials/Situations that require this level of thinking, potential activities & products						
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Verbs	Tel list. Describe, relate, locate, write, find, state, name, identify, label, recall, define, recognize, match, reproduce, memorise, draw, select, write, recite	Explain, interpret, outline, discuss. Distinguish, predict. Restate, translate, compare, describe, relate, generalize, summarize, put into your own words, paraphrase, convert, demonstrate, visualize, find out more information about	Solve, show, use, illustrate, construct, complete, examine, classify, choose, interpret, make, put together, change, apply, calculate, produce, translate, manipulate, modify, put into practice	Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify explain, separate, advertise, take apart, differentiate, subdivide, deduce.	Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, poortise, determine, critique, evaluate, criticize, weigh, value, estimate, defend	Create invent compose, predict, plan, construct, design, imagine, propose, devise, formulate, combine. Hypothesize, originate, add to forecast.
Materials	Events, people, newspapers, magazine, articles, definitions, videos, dramas, textbooks, recordings, media, presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin, boards.	Diagrams, sculptures, illustrations, dramatizations, forecasts, problems, puzzles, organizations, rules, classifications, systems, routines	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.
Potential activities & products	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the... in the story. Make a chart showing... Make an acrostic. Recite a poem	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summery report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	Construct a model to demonstrate how it will work, make a diorama to illustrate an important event. Make a scrap book about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photograph to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Drosa a doll in costume paint a mural. Write a textbook outline.	Design a questionnaire to gather information. Write a commercial to sell a new product conduct an investigation to produce information to support a point of view. Construct a graph to illustrate select information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person, prepare a report arrange a party and record as a procedure. Review a piece of art including from color & texture	Prepare a list of criterias to judge a ... show? Remember to indicate priorities and ratings. Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss vies. Write a letter to ... advising on changes needed at. Write a half yearly report. Present your point of view.	Invent a machine to do a specific task. Design a building to house your study. Create a new product give it a name and then devise a marketing strategy. Write about your feelings in relation to design a record, book or magazine cover. Self an idea. Devise a way to compose a rhythm or put new words to an old song.

Bloom's Taxonomy Action verbs and activities

<p>Lecture Visuals Video Audio Examples Illustrations Analogies</p>	<p>Questions Discussion Review Test Assessments Report Learner Presentations Writing</p>	<p>Practice exercise Demonstrations Projects Sketches Simulations Role play Teach back</p>	<p>Problems Exercises Case studies Discussions Questions Test</p>	<p>Projects Problems Case studies Simulations Appraisals Appraisals Critiques Debates</p>	<p>Develop plans Creative exercises Projects Constructs</p>
<p>Remember Define List Recall identify</p>	<p>Understand Restate Summarize Explain Illustrate Give example Match classify</p>	<p>Apply Choose Dramatize Explain Organize Prepare Produce Demonstrate Sketch Solve use</p>	<p>Analyze Categorize Classify Compare Differentiate Distinguish Point out Select Subdivide survey</p>	<p>Evaluate Appraise Judge Critize Defend compare</p>	<p>Create Construct Create Develop Formulate Hypothesize Invent Make up Originate Organize Plan Produce Role play</p>

6. GENERAL INSTRUCTIONS

Discipline

- ◆ Teachers are collectively responsible for the overall Discipline of the school.
- ◆ In case of an act or indiscipline, misconduct, use of abusive Language or any other undesirable by a student Students, teacher teachers in the vicinity, must take an Instant erection and subsequent handover the matter To the concerned authority / supervisory incharge.
- ◆ Class control must be maintained wisely and Responsibly.
- ◆ Corporal punishment is strictly prohibited in the School. It is a punishable offence. No teacher shall Indulge in any form of physical/emotional violence With students. Very serious note will be taken of any Complaint in this regard
- ◆ All teachers must be unbiased and should not show Any favouritism
- ◆ All teachers are responsible for discipline in Classroom / corridors and other areas of the school. If a class is without a teacher for some reason, Teachers in vicinity should mind it for the time being. Overcrowding in corridors, near water taps etc. Should Be firmly dealt with
- ◆ Students should not be allowed to leave their Classrooms without class pass during teaching me They should be discouraged to go out at all.
- ◆ Every subject teacher is expected to ensure that all The students present on that day are there in her/ his Class ether by taking a quick attendance or by counting Heads. In case a student is missing, She/ he should be immediately traced and the incident Be reported to the concerned class teacher / supervisor
- ◆ Practical/SUPW/yoga/hyper/art dance/music Teachers should first go to the concemed class from Where students can be lined up and be accompanied To their respective rooms
- ◆ Attendance is compulsory for all the above classes And a proper record must be maintained of the same.

Arrangement / substitution classes

- ◆ All teachers shall ensure that they reach their classes In time, missing the school/class or arriving late for the Class will be viewed with disfavor
- ◆ In a substitution period, the substitution teacher is Expected to be active. Some creative/teaching work Or moral guidance must be imparted and record of the Same must be maintained in the weekly teacher's diary.
- ◆ If concemed teacher has given a task to the class but Is not present in the class, the teacher on substitution Duty must ensure that the given task is done.

Assembly

- ◆ Attending assembly is compulsory for all staff Members.
- ◆ Teachers are not expected to group up in the ground But should stand amongst the students and help in Maintaining discipline during the assembly.
- ◆ No teacher must remain in the staff room during Morning and evening prayer.

Correction work

- ◆ No correction or paper work should be done during Assembly period, teaching period, unit te examination, Invigilation or any function.
- ◆ Corrections should be carried out regularly and coples Should be returned without delay teacher must ensure That the work is submitted regularly and defaulters are Identified.
- ◆ Periodic tests should be taken at regular intervals and Should be duly checked and discussed. A record of the Same must be maintained in the lesson plan.

House activities

- ◆ The staff member allotted a house is expected to Be fully involved in its activities. Students must be Prepared for inter house /inter house activities.

- ◆ During the duty tenure of a particular house, each Concerned house teacher must perform her his Allotted duty in areas like canteen, ground, corridors, Staircases and gates most sincerely,
- ◆ School cabinet, monitors and students must be Allotted duties for maintaining discipline in the school And for organization of events.

Communication skills

- ◆ All the teachers must speak in English with the Students.
- ◆ Students must be encouraged to speak in English During school hours.
- ◆ Students must be encouraged to read extensively. Maximum use of school library should be encouraged.

Dealing with parents

- ◆ parents complaints/suggestions Must be listened to patiently and necessary advice be Given.
- ◆ Confrontation with parents should be avoided. Curt or Indifferent answers should not be given. Difficult parents can be sent to the principal Supervisors.
- ◆ Parents should not be encouraged to come to the Classrooms on general days. If a meeting is essential Proper appointment should be given to them through a Note in diary / telephone call mobile.

Attendance and leave for absence

- ◆ Class teacher should be in their classes and relieving Teachers in the school corridors for duty before 10 mins of the scheduled time and so also at the Dispersal time.
- ◆ Attendance should be marked by all the teachers in The morning and afternoon before school is over
- ◆ After marking attendance in the morning, no teacher is Allowed to leave the school without prior permission of The principal / supervisor
- ◆ In case of half-a day or full day leave from school, prior Permission should be taken from the principal, medical Certificate or other necessary documents should be Sent in case of leave on medical ground as per the Rules of the school.
- ◆ If going out of station in india), prior permission should Be taken in writing from the principal.
- ◆ In case of going abroad (out of india), a written Application along with an affidavit regarding same Shall be submitted in the office for permission form Managing committee a out of inn save permission will Be given by davcmc only. Dettle for the same shal be Taken administrative deptt.
- ◆ Leave form must be filled soon before/after joining School for any loan taken
- ◆ In case the teacher reaches late lo school, principal Should be informed Only two short leaves of (1 hour) are allowed in a Calendar year,

Permission for adding qualifications

- ◆ Teachers are welcome to add further educational Qualifications during their tenure in the school However it is mandatory to seek prior permission from The smc through the school form for the same shall Be collected from the concerned officer and relieved After falling the details.

Permission for publishing articles

- ◆ Teachers are welcome to contribute and publish Articles & write-ups in reputed newspapers Magazines & journals. However it is mandatory to take prior permission from the competent authority.

Updating important information

- ◆ Timely information about any personal achievement/ Accolades/awards must be provided for school Records
- ◆ For important information, make students & parents Aware to visit school website ano responsibility of Class teacher to check that students recelve circulars, Dav united, subjects bulletin and any other important Document issued/published by the school for their use
- ◆ Teachers should submit their confidential reports duly Filled to their concemed supervisor by end april/day After declaration of board results

Staff room

- ◆ Teachers are expected to sit in their allotted staff Rooms only
- ◆ Teachers must maintain the cleanliness of their staff Room/cupboard/lablelnotebook racks:
- ◆ Teachers must take their tea/meals in their staff room Only and not in the school canteen/outdoors and that Too in recess / free period.
- ◆ Valuables, cell phones etc. Should not be left casually In the staff room. Handbags should be locked! Kept in almirahs.
- ◆ Cell phones should be used only in the staffroom And should not be taken to classrooms assembly Meetings / functions/examination rooms etc.
- ◆ Students should be prohibited in the staff room. Teachers must discuss/entertain problems with Students outside the staff room

Personal conduct

- ◆ All teachers must dress up neatly and decently.
- ◆ In matters of conduct/behaviour they should set an Example by carrying themselves gracefully w students As well as colleagues.
- ◆ All the school duties / responsibilities must be Accepted graciously as part of their professional du Responsibility

Interaction with principal

- ◆ as head of the institution, Principal deserves the rogard and courtesy due to Him/her teachers are expected to display it of all time.
- ◆ For any clarification, guidance or advice related to Academics / school matters personal teachers should Interact with the principal whenever necessary

Holiday home work

- ◆ holiday h.w., whenever planned, Must be of practical use.
- ◆ It must include assignments which are creative as well As which relate to syllabus,

paper setting and paper Checking

- ◆ strict confidentiality must be maintained While framing a question paper and evaluation of the An Paper.
- ◆ Question papers (excopt sahodaya qns.) Should be Prepared with font type times new roman and font Size 14 only.
- ◆ Examination papers must be sel as per the fixed norm/ Format keeping in mind the weightage topic and value Points allotted to each area. Before submitting to Concerned incharge, quentin wage. Question paper Should be shown to counterparts and head of deptt. For approval.
- ◆ Marking scheme must be carried out most Confidentially. Marks should not be revealed until Instructe from authorities
- ◆ teacher must be fair and Impartial in checking exam papers.
- ◆ Caging of marks should be done in half yearly and Annual exams properly
- ◆ Mark list must be handed over to the class teacher by The given deadline.

Do's & don'ts for teachers

- ◆ the class teacher should Escort the class to the assembly ground or hallon Assembly day.
- ◆ The class teacher should stand at the front with her Respective class and ensure that the students are Singing their prayers in a proper manner. Teachers Should not stand in groups during assembly
- ◆ at the Afternoon bell they should reach their classes and Ensure smooth exit of the students. The teacher Should leave the class only after the students have Dispersed. No teacher should leave the school Premises before the specified time,

- ◆ Attendance is to be marked daily and written on the Blackboard.
- ◆ All the details should be duly filled in the register.
- ◆ All the attendance registers must be left with the Supervisory incharge.
- ◆ Concerned supervisory incharge and concerned officer Should be informed about the regular absentees And sms shall be sent about the same to parents and About students falling short of attendance.
- ◆ The attendance should be marked as 1,2,3 for 'present And a dot' should be put for 'absentees and if a student Submits a leave application the 'dot' should be erased And marked as 'l otherwise ab' and if the students Submits a medical certificate along with the leave Application it should be marked as 'ml the day the Student has preparatory leave should be marked 'pl. The class teacher should maintain a proper record of The received applications and medical certificates. All Pc are counted as working day.
- ◆ Zero period should be utilized for interaction with the Students.
- ◆ The students must be encouraged to read the Newspaper and discuss the current issues
- ◆ The teacher should constantly reinforce and organize Various activities in the class for the same
- ◆ Class teacher should encourage and prepare her/his Students for all the interclass cum curricular/cultural Activities.
- ◆ Class teacher must ensure that the students of the Class are dressed neatly and smartly. The school diary May be referred for this.
- ◆ No gold / expensive jewellery except small earrings (for girls) are allowed. No expensive gadgets extra Pocket money are allowed. The girls are not allowed to Apply nail polish or put mehendi on hands. No student Must be allowed to dye the hair.
- ◆ Students if complain of any health problem should be Sent to medical room ensure shenhe gets medical help And same be brought in notice of their parents & keep Record of the same.
- ◆ Occasional checking of bags for cell phones and other Objectionable material should be carried out.
- ◆ If, in spite of repeated written reminders the student Does not conform to the school uniform code and The school rules, her/his name should be given to the Supervisor incharge.
- ◆ Uniform of class students should be checked everyday Without fail. Monitors should be appointed to carry out the general Responsibilities of the class like minding discipline, Managing class passes, maintaining class cleanliness, Checking uniforms and acting as link between the Class teacher and the students of the class. If need be, Monitors / house leaders can also be appointed for Various other activities.
- ◆ Class teacher must ensure that the behaviour of the students of the class conforms to the code of conduct and reinforce the guidelines for school decorum.
- ◆ Regular late arrivals should be sent back home & accordingly parents be informed about their late coming
- ◆ Students using abusive language in class should be checked.
- ◆ The class teachers should reinforce all announcements in the zero period by reading them out in front of the class and clarifying any doubts.
- ◆ Extra circulars must be returned to the staff room.
- ◆ Student Diary is an important document. As soon as it is handed over to the students, it is the duty of the class teacher to explain every part of it extensively to the class. Rules and regulations must be loudly read out. The teacher should ensure ...
- ◆ From time to time the Student Diary should be checked for homework any message is to be given to parents, it should be written in the diary and next day checked their reply.
- ◆ The class monitor must ensure that the fans and lights are switched off when the class is over of the classroom.
- ◆ List of marks (subject wise and classwise) & result should be made in time. Report card should be checked by the class teacher before handing over it to parents Positive and suggestive remarks should be entered in the remarks column
- ◆ A record of the parents who attend the PT.M. Is to be entered in the diary,.

- ◆ The result analysis is to be done.
- ◆ At the end of the year, the result is to be entered into the master result register
- ◆ On the day of PTM, the class teacher should make a present...
- ◆ A class teacher should always be available to lend a sympathetic ear to any problem / complaint e her/ his students and sort it out. If need arises, she/he can refer the case to the counselor.
- ◆ A class teacher must ensure that the class in her charge excels in every possible way and discuss problem, if any with subject teachers, concerned GODs, mentors & school counsellor for behaviour problem.

Examination / Invigilation Duty

- ◆ Collect the question papers from the Examination Incharge before the commencement of the examination and Immediately report in the examination room.
- ◆ Ascertain that candidates do not carry any books, notes or any other material that could be misused in the examination room. Also ensure their belongings are kept outside the examination ro...
- ◆ Sign the answer sheets along with the date and ascertain that the candidates have written their no, class, subject and date on the title answer sheet.
- ◆ Ascertain candidates do not use unfair means during the examination. If a candidate is you taking or using unfair means, the matter should be reported to the Incharge and the invigle should then act according to the instructions given.
- ◆ The Invigilators are responsible for the discipline, odor and proper conduct of the examination in the room under their supervision. No correction paper reading work shall be done must not leave the examination room during the examination till the time the reliever or the invigilator on oecnd hall duly reports.
- ◆ Promptly supply the supplementary answer sheets at the soul of the student.
- ◆ Make sure that not more than one student at a time shall be allowed to leave the examination room to drink water or to use the toilet during conduct of exam,
- ◆ Must ascertain that the candidates tie the answer sheets 5 minutes before the end of examination and then continue to write.
- ◆ Collect the answer sheets serially according to roll nos, and ascertain that the candidates...
- ◆ Add a note along the bundle to be submitted to subject teacher mentioning the class subject. no of papers submitted, no. of absentees, their names and roll nos.
- ◆ Relieving duties should be noted and strictly adhered to. Teachers who are relieved must check the time allowed and report back in examination room in time.

7. TEACHERS' GUIDE FOR BETTER EXAMINATION PERFORMANCE (Valuable tips from GPS Policy of Education)

Although the classical role teacher has been undergoing continuous changes, the importance of a teacher as a guide in excelling in examinations cannot be denied. Knowledge of various measures equipping students with better examination strategies is a necessary part of a teacher's responsibility. The most initial step in this exercise is to identify the gaps in learning process of students.

Details of errors generally committed by the students

- ◆ Answer not properly structured Tendency to write more than what is required The content included by the student being Relevant or incomplete
- ◆ Word limit not properly adhered to
- ◆ In essay type questions, students unable to organize the material ...
- ◆ Incongruent in creative writing Lack of continuity and frequent repetitions Inability to deduce the meaning of unfamiliar lexical items
- ◆ Inefficient in writing short answer questions due to lack of practice
- ◆ Confusion between some (similar) behavioural verbs

Suggestions

- ◆ Thorough practice in all type of questions
- ◆ Value points to be emphasized very clearly
- ◆ Action verbs to be clearly explained
- ◆ Still more practice be given in application based questions
- ◆ Sense of Inquiry to be encouraged in students by encouraging them to ask questions (How/who)
- ◆ Difficult topics to be identified and dealt in detail till the concept is clear Revision to be carefully done
- ◆ Model answers to be provided in some cases Causes and consequences to be explained, with examples
- ◆ Students to be given training to read questions properly
- ◆ More effective use of Audio Visual Aids
- ◆ Special test materials to be developed
- ◆ Selective study always to be discouraged
- ◆ Students to be encouraged to use their own reasoning instead of giving stereotype answers
- ◆ Thorough practice to be given to study and interpret the data/diagrams graph of

Suggestions : Language

- ◆ Teachers need to be aware of the objectives of teaching different aspects/skills of language
- ◆ A conscious development of listening skills in students can lay a strong foundation in nuances of the language.
- ◆ To Improve comprehension, students can be given graded passages to provide different levels of complexity for improving linguistic competence,
- ◆ For word attack, enough practice can be given in puzzling out the meanings of the given word from the text.
- ◆ Practice to be given in reading skills. Skimming and scanning strategies should be cultivated Students to be encouraged to read material beyond the text to internalize language as whole.
- ◆ More practice is required in writing compositions, and the Importance of both content and expression should be brought out, to help the students write better articles.
- ◆ In teaching poetry, teachers should adopt new techniques and strategies through play of words. figures of speech, so that students learn to appreciate poetry.
- ◆ Thorough knowledge (recall of the important points) of the text (supplementary Reader) should be emphasized.

A variety of questions (factual, global, analytical, evaluative etc.) be framed for practice. Clear idea about the marking scheme be given.

- ◆ More discussion on open-ended questions should be taken care of. Students should be exposed to a lot of extrapolatory questions, to trigger critical and analytical thinking.

Suggestions : Science and Mathematics

- ◆ Comprehension of concepts is important rather than rote learning memorizing of concepts.
- ◆ Emphasis is to be laid in the basics of the concepts.
- ◆ Teaching/learning of Science/Mathematics needs more of experimenting and discovering rather than explaining
- ◆ Students should be given a lot of regular practice with tables/basic formulae to avoid mistakes in simple calculations.
- ◆ Sufficient time should be set aside for revision to take care of careless mistakes (e.g. forget to write the unit of measurement).

Suggestions: Social Sciences

- ◆ Thorough practice to be given to study statistical data.
- ◆ Correlation to be established With Current Affairs: National Issues, International Issues.
- ◆ Time line charts and handy charts may be used while teaching History
- ◆ Every aspect (different interpretations/explanations) to be clarified while teaching.
- ◆ Selective study should be strictly discouraged
- ◆ Frequent use made of Audio Visual aids (Films etc.) to generate interest in Social Science.
- ◆ Model Answers may be given to confusing questions from difficult topics
- ◆ Action words (explain, compare, trace etc.) should be clearly explained to students.
- ◆ More practice to be provided for application based questions.
- ◆ Chapters having more weightage should be given more time. While managing the content, the teachers should be able to grade it.
- ◆ Sufficient practice to be given in map work (using outline maps). Map filling indicating symbol proper index and also studying different kinds of maps to be practised.
- ◆ Classrooms can become lively by involving the children in Interactive activities.
- ◆ Group discussions and project methods to be organized to teach difficult concepts.
- ◆ Visit to relevant places (Historical Monuments, Parliament, Planetarium etc.) can facilitate concept clarity in the students.
- ◆ Exposing the students to contemporary leaders of repute (interview etc.) can facilitate concepts clarity in the students.

8. NEED BASED COUNSELLING FOR STUDENTS

Sl No.	NAME OF STUDENT	CLASS & SEC	AREAS FOR COUNSELLING	SIGNATURE OF COUNSELLOR

The teacher should be recommend names of the students requiring counseling for onward counseling in the intakes sheet.

TEMPLATE FOR e-LESSON (2020-2021)

1. General Information

Class :
 Name of the chapter :
 No. of Teaching Periods Required :

2. Resources Used/Instructional Aids

Text book, reference book, Lab apparatus, worksheets, power point, presentation, embedded video links, graphics etc that you plan to use while teaching your lesson.

3. Learning objectives: (per key concept or sub-topic (as per bloom's taxonomy)

The students will be able to:

- Remember
- Understand
- Apply
- Evaluate
- Create

4. Previous knowledge testing strategy: (per key concept/per sub-topic)

The following questions will be asked to test the previous knowledge of the students.

-
-
-
-
-

5. Best maintained and planned lesson plan to be given to R.D office and a cash prize of Rs.5000/- will be given.

6. Presentation of the chapter.

Day wise lesson plan and teaching strategies:

7. Test an academic planner.

Day	Key concepts sub-topics	Teaching learning strategies	Activities/ worksheets	Home assignments	Class assignments
Day 01	Name of sub topics	Please write the strategy used for presenting the lesson in detail.	Experiments, quiz, field, trip, demonstration, group work, think-pair-share, group discussion		
Day 02				Role play	
Day 03					
Day 04					

MINUTES OF THE MEETINGS

Brief synopsis of subject committee meetings, supervisor's meetings & staff meetings with dates.

Date of Month

Date of Month

SYLLABUS AND MARKING SCHEME

Name of the Units/Lessons/No. of periods required for the units/lessons.

Theory (XII)					
Ch-1 & Ch-2	Unit-1	23	16	16	16
Ch-3	Unit-2				
Ch-4 & Ch-5	Unit-3	24	17	17	17
Ch-6 & Ch-7	Unit-4				
Ch-8 & Ch-9 Ch-10	Unit-5 Unit-6	23	18	18	18
Ch-11	Unit-7		12	12	12
Ch-12 & Ch-13	Unit-8				
Ch-14	Unit-9		07	07	07
Total		70	70	70	70

Theory (XII)				
		HY	PB	ANN
Ch-1 & Ch-2	Unit-1			
Ch-3 & Ch-4	Unit-2	45	23	23
Ch-5	Unit-3			
Ch-6	Unit-4	25	17	17
Ch-7	Unit-5			
Ch-8	Unit-6			
Ch-9 Ch-10 Ch-11	Unit-7		20	20
Ch-12	Unit-8			
Ch-13	Unit-9			
Ch-14 & Ch-15	Unit-10		10	10
Total		70	70	70

WEEKLY PLAN

Subject : 1. _____

2. _____

From _____ to _____ Holidays : _____

Period	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th		
	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	Cls & Sec	Sun-topic	
Monday																	
Tuesday																	
Wednesday																	
Thursday																	
Friday																	
Saturday																	
Remarks																	

Please use red ink for the use of free period.

Signature of the teacher with Date

Signature of the in-charge/H.M./Principal with Date

RECORD OF GIFTED STUDENTS

Sl.No	Class & Sec	Name of the Students	Father's / Mother's Name	Add. With Contact No.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

RECORD OF SLOW LEARNERS

Sl.No	Class & Sec	Name of the Students	Father's / Mother's Name	Add. With Contact No.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

21. MEASURES TAKEN FOR SLOW LEARNERS

Sl.No	Name of the Students	Class/ Sec	Subject	Area of Concern	% of marks in previous Term-II / annual	Score of Current PT/Annual				Deviation between Previous Term-II / Annual and Current Annual
						PT-I	PT-II	PT-III	Annual	
ACTION PLAN FOR THESE STUDENTS										

22. MEASURES TAKEN FOR GIFTED STUDENTS

Sl. No	Name of the Students	Class / Sec	Subject	% of marks in previous Term-II / Annual	Marks secured in Term-I / HY & Annual		Record of marks input / resource supplied by teacher
					Term-I / HY	Term-II / Annual	

ACTION PLAN FOR THESE STUDENTS

24. LEAVE RECORD

Month	Types of Leave	C.L.		E.L.		MAT L.V		LWP		Total (Days)	Reason
		From	To	From	To	From	To	From	To		
April											
May											
June											
July											
August											
September											
October											
November											
December											
January											
February											
March											

N.B :

- i. Leave should be applied in advance.
- ii. Leave is not a matter of Right.

- 1) Labels properly stuck on the notebook
- 2) Pagination done properly
- 3) Index has been filled in properly
- 4) Teacher signature with date in the index
- 5) Title of the lesson written neatly
- 6) Date written before commencing the class room
- 7) Line space between two answers has been given
- 8) Diagrams in science are technically correct and labeled properly in capital letters with good pointed 2H pencil
- 9) Rough work Column of the mathematics note book used properly
- 10) Answer written in tabular columns where over applicable
- 11) Geometrical construction done neatly with proper instruments and good pointed pencil
- 12) Avoided frequent has been cutting striking while presetting the answer the answer
- 13) Map pointing has been done properly and stuck it properly after the lesson have been taught
- 14) Capital letters have been done used only where needed
- 15) Remarks have been given by teacher care has been taken to given
- 16) grammatical and spelling errors have been indicated properly and the correct answer has been given by the teacher
- 17) Whether the same errors are being repeated by the teacher even after pointing out by the coordinator super supervisor in charge
- 18) Incomplete work by the student has been followed up by the teacher
- 19) Correction work has been done in red ink
- 20) Timely correction and return of copies to student within week
- 21) Formats for letter writing essay post card messages notice etc.
- 22) Student are asked to see the picture given in text book and describe them in words or simple sentence
- 23) ask the student to sort match and pair invites children to converse loudly on the given topic
 - ✓ Invites children to converse loudly on the given topic
 - ✓ Gives enough practice to the student till they speak correctly student are engaged
 - ✓ Students are engaged different object
 - ✓ Provided complete information in coloring writing piece advice and writing the point
 - ✓ Provides complete in coloring writing piece and writing the point
 - ✓ Students color in the work sheet write in their note book and teacher
 - ✓ Ensures she/he is not harsh while evaluating the student work
 - ✓ Discuss the common errors in the class room in the class room after the student
 - ✓ Student use variety of aids to region make connection & answer sessions
 - ✓ Makes it point to ask question to each other student class room
 - ✓ Asks factual questions form who are form the student who are in the class room
 - ✓ Involves student in the activities
 - ✓ Invites student for role playing method ask them to learn the by heart and enact same in front of the class room
 - ✓ Student celebrate their AHA's(MOMENT OF ACHIEVEMENT)
 - ✓ Student are using aids or example to enhance their course

- 1) Neat presentation of the questions paper which includes date of the examination test time allotted and subject mentioned clearly
- 2) All the pages are number systematically
- 3) Blue print of the questions paper is attached along with the questions paper in the syllabus blue print been prepared marks indicated very well
- 4) Blue print has been prepared as per is attached al Long with the questions paper in the syllabus
- 5) Allocation of maxmumim marks by the stem has followed blooms
- 6) Taxonomy for preparing the question papers had answer has taken care of the time allowed while on progressive
- 7) Has followed blooms taxonomy for preparing worded and has fault has taken by the system
- 8) Had vague ambiguous questions due to faulty on diction
- 9) Objective type questions are properly worded and has only specific answer
- 10) has taken care of the name of the time allowed while preparing the question papers
- 11) Ample space has been provided for the answer in questions cum answer papers
- 12) Whether there was any ration of questions or answer of questions or answer are found in some questions papers
- 13) Answer key marketing sachem has been properly prepared with all the value points being in clued attached with the question papers
- 14) The mark allotted for the value pointes have been done very systematically without any ambiguity in the answer key
- 15) No printing errors is found in the questions papers
- 16) Quality of setting skills question papers
 - ✓ Teacher states the objective
 - ✓ Use of age appropriate language to facilitate learning
 - ✓ Conscious effort was made to relate topic to real life teacher asked questions
 - ✓ Explanation of topic was clear and concrete
 - ✓ Used varied to voice appropriate body movements change in sensory focus change in to secure and attention
 - ✓ Smart board and green board readymade teaching aid available in school teacher made real experience conducted provided novelty in teaching method
 - ✓ To test student cooperation language used by teacher was within the level of children limited further information on the topic checked limited to text book elected further information on the topic checked whether asked no question were asked on student
 - ✓ Made conscious effort to involve made conscious effort in involve poor performance encouraged motivated students to ask questions very appreciative punishment among student
 - ✓ Children were noisy in the class room
 - ✓ Teacher ensured that student give answer in charts & teacher made effort to correct them some of the student were of student
 - ✓ Main tines discipline in class very good
 - ✓ Unable to mainline displace & dose not command respect needs improvement

- 1) Labels properly stuck on the note book
- 2) Pagination done properly
- 3) Teacher signature index has been filled in properly
- 4) Date written before commencing the class room
- 5) Title of the lesson written neatly
- 6) Line space between two answers written in separate columns of the mathematics
- 7) Diagrams in science are technically correct and labeled
- 8) Rough work column of the mathematics note book used properly
- 9) Answer written in tumbler of the mathematics note book used properly
- 10) Geometrical construction done properly neatly with proper
- 11) Avoided frequent cutting striking while resting the answer
- 12) Map pointing has been done properly and stuck in properly after the lesson
- 13) Capital letters have been used only where needed
- 14) Remarks have been given by teacher has been taken to give answer approximately accurately and are numbered serially
- 15) Grammatical and spelling errors have been indicated properly and the correct answer has been given by the teacher
- 16) whether the same errors are being repeated
- 17) incomplete work by the student has been followed up by the teacher
- 18) incomplete work by the student has been followed up by the teacher
- 19) Correction work by the student has been done in red ink
- 20) Timely correction and return of copies to student within week