



BIRLA PUBLIC SCHOOL GANGANAGAR

(A UNIT OF BIRLA EDUCATION TRUST PILANI)

(A step ahead...)



CBSE AFFILIATION
NO. 1730974

Annual Pedagogical Plan for Leading Learning

Birla Public School Ganganagar (Raj)

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

NAME OF THE SCHOOL: BIRLA PUBLIC SCHOOL GANGANAGAR

COMPLETE ADDRESS : CHAK 3HH SURATGARH ROAD, SRI GANGANAGAR - 335002, RAJASTHAN

PHONE NO : 9351161330

EMAIL ID : info@bpsg.edu.in

WEBSITE : www.bpsg.edu.in

1.2 Name of the Principal / HOS: Dr. Nitesh Kumar Singh

1.3 Contact No.: 9837472592

1.4 School Details:

Email ID: principal@bpsg.edu.in

Year of Affiliation: 2019

Affiliation No.: 1730974

School Code: 11411 & UDISE No 08010123408

Type of School (Please tick the correct option):

- ❖ Middle/Secondary/Sr. Secondary – Sr. Secondary o Boys/Girls/Co-Education – **Co Education**
- ❖ **Day School**/Day Boarding/ Residential – Day School o (May tick more than one option)
- ❖ No. of Students : (Total) 765 (Boys) 442 (Girls) 323
- ❖ No. of Divyang (with Special Needs) Students: 00 Facilities Available: As per CBSE Guidelines
No. of Students in: Day School : 765 Day Boarding **NA** _ Boarding
- ❖ Location Type: Urban/ Rural/ Hilly Area: **Rural**
- ❖ Is the School a Minority School? **NO**
- ❖ School Quality Accreditation Details (if any): **NA**

School Vision Statement: Vision statement:

"Inspire, Empower and Educate with Excellence."

Mission: To engage every student in quality learning experiences that will eventually prepare them for success in their tomorrows.

Areas of Strength:

- All Round Development of the Boarders
- 100% Results in board Exams
- State of Art Infrastructure with well-equipped laboratories
- Commitment towards environment through green Initiatives.
- Collaborative work culture among all stakeholders
- Safe and Secure campus

Areas of Improvement:

- Different pedagogies to be adopted to increase effectiveness Teaching -Learning process.
- Experiential learning to be promoted.
- Integrate CCA activities in the Timetable.
- Strengthening of Assessment process

PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
Dr. Nitesh Kumar Singh	PRINCIPAL	Monitoring of annual pedagogical Plan Preparation of annual pedagogical plan& pedagogic strategies
Major. Gen. S.S. Nair	Dean of Academics	Curriculum development and advisory

PPC Meetings to develop APP		
Date	Stakeholders Consulted	Discussions Held
26-04-2025	Principal Senior Coordinator Head Mistress	Planning of the yearlong activities under the Principal's instructions Framing the annual examination schedule Planning School functions, Sports activities
26-04-2025	Principal Senior Coordinator Head Mistress HOD	Planning the constitution of different Committees Framing the annual staff duty list in consultation with the principal Developing Pedagogical Plans department wise (Ex. Visual & Performing Arts, Skill sub. developing integrated approach in teaching).

ANNUAL PEDAGOGICAL PLAN FOR SESSION 2025-26

28-04-2025	Principal All Teachers	Discussion of the class wise annual result Planning the departmental Result Declaration Monitoring of criteria for evaluation of teaching methodology.
29-04-2025	Principal All academic staff	Curriculum development and academic resources for next academic session

OUR PEDAGOGICAL VISION

At Birla Public School, Sri Ganganagar, we envision a holistic and transformative educational environment that nurtures lifelong learners, responsible citizens, and innovative thinkers. Guided by the ethos of the Birla legacy, our pedagogy is centered on fostering excellence, creativity, and empathy in every student.

Core Pillars of Our Pedagogical Vision:

1. Student-Centered Learning:

We believe in creating a learning ecosystem where students are at the heart of every instructional strategy. By embracing diverse learning styles and needs, we aim to empower students to take ownership of their educational journey.

2. Experiential and Inquiry-Based Education:

Learning at our school goes beyond textbooks. Through hands-on projects, real-world applications, and inquiry-driven methods, we encourage students to think critically, solve problems, and develop a deeper understanding of concepts.

3. Integration of Technology and Innovation:

Our classrooms leverage modern tools and technologies to enhance learning outcomes. Digital literacy

and innovation are seamlessly woven into our pedagogy, preparing students to thrive in a dynamic global landscape.

4. **Values-Based Education:**

Rooted in Indian culture and universal human values, we instill a strong moral foundation in our students. Integrity, empathy, and respect form the bedrock of our educational approach.

5. **Holistic Development:**

Beyond academics, we emphasize the growth of physical, emotional, and social skills. Through co-curricular activities, sports, and community engagement, we nurture well-rounded individuals.

6. **Collaborative and Inclusive Environment:**

Our school fosters collaboration among students, teachers, and parents to create a supportive and inclusive community. We celebrate diversity and ensure equitable opportunities for all learners.

7. **Global Competence with Local Roots:**

While preparing our students for global challenges, we remain deeply connected to our Indian heritage. Our pedagogy balances modernity with tradition, enabling students to appreciate their roots while embracing the future.

At Birla Public School, Ganganagar, our pedagogical vision aspires to create a transformative learning experience where every child realizes their potential, contributes meaningfully to society, and leads with purpose in a constantly evolving world.

Our Teaching Learning Approach

- **Learner-Centric Focus:** Personalized learning tailored to individual needs, abilities, and interests.
- **Experiential Learning:** Hands-on activities, experiments, and real-world applications to deepen understanding.
- **Interdisciplinary Integration:** Connecting subjects for a holistic perspective on concepts.
- **Technology-Enhanced Learning:** Use of smart classrooms, digital tools, coding, and robotics to foster innovation.
- **Inclusive Education:** Differentiated instruction and support for diverse learning styles and abilities.
- **Inquiry-Based Learning:** Encouraging curiosity and critical thinking through questioning and exploration.
- **Formative Assessments:** Continuous evaluation for growth-oriented feedback and development.
- **Value-Based Education:** Embedding ethics, empathy, and cultural awareness into learning.
- **Collaborative Learning:** Team projects and peer discussions to build communication and teamwork skills.
- **Global and Local Balance:** Preparing students for global challenges while staying rooted in local culture and traditions.

ACADEMIC RESOURCES

Name of Resource/s	Segment/Primary/Sec	Usefulness
Outdoor	Primary	Students gain strength, coordination and dexterity through various outdoor play activities. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play. Field Trips
Art Centre	Primary/Middle/Secondary	Students develop their confidence, independence and develop aesthetic sense through drawing & colouring and craft Activities.
MUSIC CENTRE	Primary/Middle/Secondary	Students enhance their vocal skills, learn about sequencing and ordering.
SCIENCE AND NATURE CENTRE	Primary/Middle	Students learn to investing at the world around the through simple hands on activities and develop curiosity, reasoning problem Solving and thinking skills.
ACTIVITY ROOM	Primary/Middle	Various activities undertaken in the activity room, where kids are exposed to do pretend play- portrayal of a doctor, carpenter, mechanic, chef, etc.- teach them life-skills through related objects. It Also in stills social skills and respect for all helpers.
LIBRARY	Primary/Middle/Secondary	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning
MATHS LAB	Primary/Middle/Secondary	Helps the students to build interest in the subject and greater scope for Individual participation
COMPUTER LAB/ Language Lab	Primary/Middle/Secondary	Online webinars, learning resources, Assessments, educational aids
LABS	Primary/Middle/Secondary	Helps the students to build scientific aptitude and promotes learning by doing (Experiential learning)
Digital CLASS	ALL CLASSES	Audio-Visual senses of students are targeted, and it helps the students store the information fast and more effectively.

Descriptive Indicator-1; Engaging in Teachers Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1 Organizing virtual and offline training workshops and webinars by the BET, COE, DIKSHA etc amounting to 50 hrs of teachers training yearly.	1.Introduce In-house Teachers workshops to strengthen teaching learning. 2. Emphasis on introduction of AI in Teaching learning	Provide reading material to teachers, Competent master trainers /resource persons will tutor them Attendance to be compulsory.	Principal Dean of Academics, and Headmistresses.	Start in April 2025: to be held Quarterly or as required.	1.Effective implementation of the academic programs. 2. The smooth implementation of the NEP proposal and engagement teachers will use digital tool in their classroom practice.

Descriptor 2: Initiating Innovations in Schools

Step1	Step2	Step3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable: Create opportunities for student learning and innovation Provide opportunities for students to innovate	Increase the number of opportunities given to students to innovate .by participating in different projects/ activities	students to identify school related problems and brainstorm on solutions.	Concerned Subject Teachers / Innovation Ambassadors	Commences in April 2025: to be held monthly	Widen Students' perspective and horizon. Will be able to articulate the problems that they have been engaged with and list the possible solutions

Descriptor 3: Leading the Teaching-Learning Process

Step1	Step2	Step3	Step 4	Step 5	
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Active member of BET schools complex and leaders of HOL Ajmer	Develop a shared understanding of teaching and learning. Encourage Peer learning,	Competency based learning. Class environment would be made conducive for peer teaching learning, more competency based questions would be introduced in the question papers. Guide teachers to decide benchmarks for students & themselves	Principal and Headmistresses Academic Coordinators Manager Relations	April 2025	Focus would shift from content based to competency based learning. From rote learning to concept clearance.

ESTD. 2019

Descriptor 4: Developing a Learning Culture

Step1	Step2	Step3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1: Staff and students are encouraged to use different methods of learning. Every teacher is addressed as a Learning Officer. Learning is encouraged as a two-way learning process. Asset Based approach to learning is developed. Actionable 2: Skills would be introduced through an integrated curriculum. Actionable 3: Guest Speakers and Alumni are invited for motivational talks related to joyful Learning	We need to encourage staff and students to gather knowledge through experiential, innovative and collaborative pedagogy. Stress more on Skill Based Learning as per NEP 2020 and NCF. Design Thinking and Innovation.	We will align teaching-learning &Assessments for desired learning out comes. We will encourage competency based, integrated and inclusive learning Skill subjects are introduced from 6 to 10 which include Artificial Intelligence Data Sciences Financial Literacy Financial Market Management Design Thinking We will provide options for 3 languages along with one foreign language	Principal, Senior Coordinator & Headmistress,	April 2025 onwards	Learning would be of high quality. It would be joyful and stress free learning. Overall performance of students and the school will be improved. Students would be aware and develop interest in different careers apart from conventional careers.

ESTD. 2019

Descriptor 5: Building an Inclusive Culture

Step1	Step2	Step3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1- Equity and Inclusion Plan has been prepared for Differentially abled learners	All the stakeholders would be sensitized and would be taught to be empathetic.	Mentoring teachers and sensitizing them about the inclusive culture in the school and encourage teachers to participate in capacity building program of inclusive education	Principal, DOA, Headmistress, Teachers and Special Educator.	April 2025	No Child would be deprived of learning as per his/her needs. Teachers and students will develop empathy and as a result would be more responsive to the need of the learners
Actionable 2 Slow Learners are identified, and remedial measures are taken to include them in the main stream	Special Teaching Plan would be designed for slow learners	Maintain records of each student. Case study of each child helps in understanding a child and designing strategy and special lesson plans as he progresses to the next class.	DOA, Headmistress, Teachers and Special Educator.	April 2025	Will boost the confidence of slow learners and they will participate in learning

Rating Scale for assessing the current status of Practicing Pedagogical Leadership for leading learning.

Where are we now as a school?

Following rating scale to measure to measure the current practice of the school:

1. Never practiced.
2. Almost never practiced.
3. Occasionally / sometimes practiced.
4. Frequently practiced.
5. Practice is fully embedded.