



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 : 9837472592

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 Boys/Girls/Co-Education - **Co-Education**

Day School/Day Boarding/ Residential - Day School (May tick more than one option)

No. of Students : 858 (Total) 479(Boys)379 (Girls)

No. of Divyang (with Special Needs) Students: 00 Facilities Available: As per CBSE Guidelines

No. of Students in: Day School : 858 Day Boarding **NA** Boarding

o Location Type: Urban/ Rural/ Hilly Area: **Rural**

o Is the School a Minority School? **NO**

o School Quality Accreditation Details (if any): SQAAP

Vision Statement

“Inspire, Empower and Educate with Excellence” reflects our mission to ignite curiosity, build confidence, and deliver quality education. We aim to create a nurturing environment where students feel motivated to grow, empowered to lead, and equipped with the knowledge and values needed to excel in life and contribute meaningfully to society.”

Mission Statement

Our mission is to engage every student in meaningful, high-quality learning experiences that spark curiosity, build essential skills, and foster a lifelong love for learning. By creating a supportive and dynamic environment, we prepare students not just for academic achievement, but for personal growth and success in all aspects of their future endeavors.

School Motto

“Where the mind is without fear and the head is held high” – Rabindra Nath Tagore

Areas of Strength

1. Holistic Development of Learners

The school provides diverse opportunities in academics, sports, arts, leadership, and life skills, ensuring the balanced development of every student.

2. Consistent Academic Achievement

A culture of high expectations, structured support, and continuous monitoring contributes to strong academic performance and positive learning outcomes.

3. Well-Resourced Learning Environment

Modern classrooms, laboratories, library facilities, sports infrastructure, and digital resources support meaningful and engaging learning experiences.

4. Safe, Inclusive, and Nurturing Campus

The school promotes physical, emotional, and psychological well-being through a secure, supportive, and child-friendly environment.

5. Environmental Responsibility

Sustainability practices, eco-conscious initiatives, and student-led environmental activities foster responsible citizenship and environmental stewardship.

6. Collaborative School Culture

Strong partnerships among students, teachers, parents, alumni, and the wider community contribute to a positive and productive learning ecosystem.

7. Dedicated and Committed Faculty

Teachers actively engage in professional development and continuously refine instructional practices to enhance student learning.

Priority Areas for Growth and Improvement

1. Strengthening Competency-Based Learning

Shift further from content-focused instruction towards competency-based teaching that emphasizes conceptual understanding, application, analysis, and problem-solving.

2. Expanding Experiential and Inquiry-Based Learning

Provide greater opportunities for project-based learning, investigations, field experiences, design thinking, and real-world problem-solving across all grades.

3. Integration of Co-Curricular Learning

Systematically embed arts, sports, wellness, environmental education, and life skills within the teaching-learning process to support holistic development.

4. Enhancing Assessment for Learning

Strengthen formative assessment practices through continuous feedback, self-assessment, peer assessment, rubrics, and competency tracking to improve learning outcomes.

5. Leveraging Educational Technology

Promote purposeful use of digital tools, AI awareness, coding, and blended learning approaches to enhance engagement, creativity, and digital literacy.

6. Focus on Foundational and Future-Ready Skills

Further develop communication, collaboration, critical thinking, creativity, leadership, and socio-emotional competencies in alignment with NEP 2020.

7. Strengthening Student Agency and Voice

Create more opportunities for students to make choices, take initiative, participate in decision-making, and become active partners in their learning journey.

8. Professional Learning Communities

Encourage collaborative planning, peer observation, action research, and reflective teaching practices among educators to foster continuous improvement.

9. Strategic Direction

In alignment with the National Education Policy (NEP) 2020, the school is committed to transforming classrooms into vibrant learning spaces where curiosity, creativity, values, and competencies are nurtured. The focus will remain on developing self-directed learners who are academically competent, socially responsible, environmentally conscious, and prepared for the opportunities and challenges of the future.

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
Ms. Sushila	Vice Principal	Curriculum development and advisory
Ms. Akanksha Khullar	Headmistress	Curriculum development and advisory

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PPC Meetings to develop APP		
Date	Stakeholders Consulted	Discussions Held
10-04-2026	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

18-04-2026	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).
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ANNUAL PEDAGOGICAL PLAN FOR SESSION 2026-27

22-04-2026	Principal All Teachers	Discussion of the class wise annual result Planning the departmental Result Declaration Monitoring of criteria for evaluation of teaching methodology.
25-04-2026	Principal All academic staff	Curriculum development and academic resources for next academic session

OUR PEDAGOGICAL VISION

At Birla Public School, Ganganagar, we believe that education is not merely the acquisition of knowledge but the development of character, competence, and confidence. Our pedagogical approach is designed to prepare students for a rapidly changing world while nurturing the values, skills, and attitudes necessary for meaningful and responsible living.

We strive to create a learning environment where every child feels valued, challenged, and inspired to achieve their personal best. Our vision is to cultivate curious learners, reflective thinkers, effective communicators, and compassionate leaders who contribute positively to society.

Guiding Principles of Our Pedagogy

1. Learning with Purpose

We encourage students to understand the relevance of what they learn by connecting classroom concepts with real-life situations, contemporary issues, and future aspirations.

2. Active Engagement in Learning

Students learn best when they participate actively. Our classrooms promote discussion, exploration, problem-solving, collaboration, and reflection rather than passive reception of information.

3. Curiosity and Critical Thinking

We foster an environment where students ask questions, investigate ideas, evaluate information, and develop independent thinking skills essential for lifelong learning.

4. Inclusivity and Individual Growth

Recognizing that every learner is unique, we provide opportunities for students with varied abilities, interests, and learning styles to succeed and grow at their own pace.

5. Character and Values Development

Academic excellence is complemented by the cultivation of integrity, responsibility, empathy, respect, and resilience. We aim to develop individuals who are ethically grounded and socially conscious.

6. Technology as a Learning Enabler

Digital tools are thoughtfully integrated into teaching and learning to enhance creativity, collaboration, research skills, and responsible digital citizenship.

7. Well-being and Holistic Development

We prioritize the emotional, physical, social, and intellectual well-being of our students through sports, arts, life-skills education, and co-curricular experiences.

8. Partnership in Education

Meaningful learning is strengthened through collaboration among students, teachers, parents, and the wider community. We value shared responsibility in supporting each learner's growth.

9. Rooted in Culture, Ready for the Future

While embracing innovation and global perspectives, we remain committed to nurturing an appreciation for Indian heritage, cultural diversity, and national values.

10. Continuous Improvement

We view learning as a continuous journey. Through reflection, feedback, and professional growth, we constantly refine our practices to meet the evolving needs of learners.

Our Teaching-Learning Approach

Learner-Focused Instruction

Teaching strategies are designed to address varying learning needs, ensuring that every student is actively engaged and supported.

Experiential Learning

Students participate in projects, investigations, laboratory work, field experiences, and practical activities that promote deeper understanding.

Inquiry and Exploration

Learning is driven by curiosity, questioning, observation, and exploration, encouraging students to become independent learners.

Competency-Based Education

Emphasis is placed on the application of knowledge, development of skills, and demonstration of understanding in authentic contexts.

Collaborative Learning

Group tasks, discussions, peer interactions, and teamwork help students develop communication, leadership, and interpersonal skills.

Reflective Practices

Students are encouraged to evaluate their learning, set goals, and take responsibility for their academic and personal growth.

Technology-Integrated Classrooms

Digital resources, interactive platforms, coding, artificial intelligence awareness, and educational technologies enrich the learning experience.

Continuous Assessment for Learning

Assessment is viewed as a tool for improvement. Regular feedback supports student progress and helps identify areas for further development.

Real-World Connections

Learning experiences are designed to connect classroom knowledge with practical applications, community engagement, and global challenges.

Future-Ready Skill Development

Communication, creativity, critical thinking, collaboration, adaptability, and problem-solving are embedded across all areas of learning.

Our Commitment

At Birla Public School, Ganganagar, we are committed to creating a nurturing and stimulating environment where every learner develops the knowledge, skills, values, and confidence required to thrive in the twenty-first century. Through meaningful learning experiences and a culture of excellence, we aim to empower students to lead purposeful lives and make positive contributions to their communities and the world.

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 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.

TRAINING AND DEVELOPMENT OF TEACHERS

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

Process Flowchart ASSESSMENT OF TRAINING NEEDS

Competency matrix is prepared for the staff stating the required/expected skill sets. The gap analysis is done with inputs from the head of departments, supervisors and top management and the measures for improvement is planned and subsequent trainings are scheduled.

Trainings needs are also stated by the staff members in their self- appraisal

- Finalization of the trainings to be conducted
- Preparation of training calendar
- Conduction of trainings as per the schedule

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, Vice Principal and Headmistresses.	Start in April 2026: 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 2026: 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 Vice Principal , Headmistresses Academic Coordinators Manager Relations	April 2026	Focus would shift from content based to competency based learning. From rote learning to concept clearance.

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Descriptor 4: Developing a Learning Culture

Step1	Step2	Step3	Step 4	Step 5	
<p>Where are we now as a school?</p>	<p>What do we need to do in the coming year?</p>	<p>How will we achieve what we want to do?</p>	<p>Who is responsible?</p>	<p>What is the timeline for implementation?</p>	<p>What will the impact look like?</p>
<p>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.</p> <p>Actionable 2: Skills would be introduced through an integrated curriculum.</p> <p>Actionable 3: Guest Speakers and Alumni are invited for motivational talks related to joyful Learning</p>	<p>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.</p>	<p>We will align teaching-learning & Assessments for desired learning outcomes. 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 language along with one foreign language.</p>	<p>Principal, Vice Principal, Senior Coordinator & Headmistress,</p>	<p>April 2026 onwards</p>	<p>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.</p>

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, Vice Principal, DOA, Headmistress, Teachers and Special Educator.	April 2026	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.	Vice Principal, DOA, Headmistress, Teachers and Special Educator.	April 2026	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?

MEASUREMENT OF EFFECTIVENESS OF THE TRAININGS

The effectiveness of the training provided is measured through after training assessments, observations, inputs from HODs/ immediate seniors and feedback from students/ colleagues /parents. Competency mapping: All the teachers undergo competency mapping annually by an external agency .The mapping includes knowledge test & lesson observation. Immediate feedback, personalized report and appropriate follow up trainings are given to the teachers to help them improve their areas of concern and further hone their strengths.

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

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

WAW Lessons(Worth A watch)- In order to develop a system of innovation and sharing, this unique practice has been devised wherein a teacher prepares a innovative class and invites other teachers to observe her class . This has enabled teachers to innovate and devise new teaching techniques ensuring that students' learning is more effective. A variety of innovative methods of teaching like- QAXP, 3Stay 1Stray, Think-Pair-Share, Jigsaw method, Concept attainment method, etc. are used by the teachers. Recap methods like Concept Map, Fish-bone analysis, KWLH, Venn diagram and Drill it down are regularly used in the classroom offering enjoyable situations in the classroom for learning. Action Research Projects- Teachers are motivated to do action research projects to review a process or activity and find out its effectiveness. This year the project taken is effective teaching without a textbook.

Microsoft educational tools for teachers (School is Microsoft Aspire School)

Implementation, Control and monitoring of the Pedagogical Plan:

1. Observation schedule for lesson observation by Principal, VP, Coordinators and HM.
2. Review meeting by IQAC.
3. Various Communication Channels for parents like online posting, online drop box and mail.
4. Lesson Plan submission every fortnightly.
5. Competency Mapping of teachers is done by the external agency.
6. Training sessions are conducted as per the need and to equip teachers with the new teaching methods and upcoming trends in technology etc.
7. The school is a Microsoft School and all the teachers are Microsoft trained for using various educational tools.

“Our commitment at BPSG is to create an environment where students learn, innovate, and lead with confidence, preparing them for the challenges and opportunities of the future.”