

# Kendriya Vidyalaya Siwan

## Calendar of Activities 2023-24

### 1. Activity Plan for enhancing Creative & Critical Thinking of learner-

A.	Class and subject wise weekly practice questions by subject teachers.
B.	Monthly CCT test for class by subject teachers.
C.	Discussion on importance of CCT with parents during parent teacher meeting.
D.	Weekly CCT based question on display board for all students.
E.	Monthly performance report of CCT test.
F.	CCT Planning, implementation and result discussion in each monthly subject committee meeting.
G.	Display of best works of students based on CCT practice in the class rooms.
H.	Display of monthly best performing students names.

### Vidyalaya Level training schedules planed for empowering teachers-

1.	LEARNING GAPS & OVERALL WELL BEING OF STUDENTS
2.	PEDAGOGICAL INTERVENTIONS
3.	FOUNDATIONAL LITERACY AND NUMERACY
4.	COMPETENCY BASED ASSESSMENT & CCA
5.	TEACHING OF REGIONAL LANGUAGE/MOTHER TONGUE
6.	ENVIRONMENT EDUCATION AND ADOPTION OF SUSTAINABLE PRACTICES
7.	PRE-VOCATIONAL EDUCATION PROGRAMME
8.	UTILIZATION OF RESOURCES

### Strategies to be adopted for bright slow and learners-

#### STRATEGIES TO BE ADOPTED FOR BRIGHT LEARNERS

1.	<b>PROVIDE OPEN-ENDED ASSIGNMENTS:-</b> The more you can offer open-ended learning opportunities in reading, social studies, and science, the better. While this allows bright students to take their work to a deeper level, it is incredibly beneficial for all students. Projects that draw on a broad range of higher-level thinking and provide opportunities for real-life learning experiences lead to more enjoyment in learning for all students.
2.	<b>CREATE OPPORTUNITIES FOR COLLABORATION-</b> Consider cluster-grouping bright students for more in-depth group assignments. This will enable you to more easily provide different assignments and content. If there are not enough students in your classroom to create a group, work cooperatively with other teachers in your grade level to try to accommodate the needs of your most advanced students. It makes more sense for one teacher to spend the time looking for advanced options for four or five students than it does for four or five teachers to do this level of work for one student in each classroom.
3.	<b>USE TIERED ASSIGNMENTS-</b> All your students will benefit from tiered assignments with shared content and themes. It gives all students a chance to share knowledge and ideas yet, at the same time, work at a level that is both academically challenging and comfortable. It also gives you the chance to teach more flexibly and to engage students' interests as well as meet their needs. For example, you may let students choose the way they present their learning: writing a traditional report, making a movie, giving a speech, or doing original research. One size does not fit all.
4.	<b>LET THEM PURSUE INDEPENDENT PROJECTS-</b> Give interested students the chance to pursue independent study or project work. One way to keep them engaged is to pose a few questions and let them choose one to solve. To add even more value to the project, consider ways that their work might help the school or the wider community. A student could, for instance, organize a food drive or look for ways to improve cafeteria recycling.
5.	<b>FIND THE RIGHT BOOKS-</b> Look for beyond-grade-level content for bright learners. Allow them to read appropriately challenging fiction and nonfiction books that relate to their interests. Your most advanced students should have the chance to encounter words and ideas that are new to them. Collaborate with your librarian or teachers in higher grades to help you find the right books.

6.	<b>CONSIDER AN ACCELERATED-</b> Certain extremely advanced students may need or prefer an accelerated program. There are many forms of acceleration such as grade skipping or content acceleration to challenge your gifted and talented students. Research on acceleration suggests that it benefits gifted and talented students in many ways.
7.	<b>AIM FOR SCHOOL-WIDE ENRICHMENT-</b> The same learning opportunities that engage and motivate advanced students work with all students. We all want authentic learning experiences that are exciting and challenging. Work with administrators and other teachers to implement regular options for deep enrichment school-wide.
<b>Strategies to be adopted for slow learners</b>	
1.	<b>Remedial Teaching-</b> This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.
2.	<b>Instructional Strategies for Slow Learners-</b> While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.
3.	<b>Compensatory Teaching-</b> Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).
4.	<b>Incorporate Audio and Visual Materials-</b> One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.
5.	<b>Develop Your Own Worksheets and Exercises-</b> Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.
6.	<b>Encourage Oral Expression Instead of Written Reports-</b> For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.
7.	<b>Teach Learning Skills-</b> You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

#### **4. Efforts to be made to Bridge the learning gap-**

1.	<b>Diagnostic teaching-</b> It is the process of discovering individual student ability, needs and objectives and prescribing requisite learning assessment.
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	To find the learning gap we shouldn't have a boring test. We should look for quick, easy, and most importantly fun ways to see where our students are up to. for example --- A) play Ice Breaking games. B) Use a writing game to examine writing, spelling, handwriting and language conventions. C) Use interactive quizzes to spark memories of past learning and keep an eye out for gaps in knowledge and confidence. D) Play 'fictionary' to check students' vocabulary skills and dictionary knowledge
2.	Remedial teaching- After finding the gaps in the particular area of learning, remedial class should be organised.
3.	Micro teaching- When the gap is diagnosed a micro lesson plan should be prepared by the teacher and the same should be administrate into the class.
4.	Parents involvements - As we know that the family is expert on the child and the teacher is expert on the curriculum so both are educators and both are significant. Encouraging family involvement is crucial and can be effective in any home no matter the language, income or family structure.
5.	Promotion of At- home learning- At- home learning can refer to educational opportunities like self-motivated reading and writing, project and art programs etc.
6.	Maximum use of Technology - To make the students understand the topic we should use the latest teaching technology during the classroom teaching.
7.	Use of reinforcement in the class.
8.	Use of specific strategies according to the nature of learning gaps.

### **Action to be taken to enhance reading habits of learners-**

any children see reading as a chore, especially if it's tied to lesson plans and learning complex information. Teachers, parents and mentors can help ignite a child's passion to read by incorporating activities focused on building reading skills to improve comprehension and engagement.

1.	Annotate and highlight text- Teach your students to highlight and underline valuable information as they read. Have students write notes on the pages they are reading to help them stay focused and improve comprehension. Students can also write down questions as they read to receive more explanation on a new concept or to define a new word.
2.	Personalize the content- Students can increase their understanding by seeing how the material connects with their life. Have your students make personal connections with the text by writing it down on the page. You can also help students comprehend the text by helping them see an association with current events.
3.	Practice problem solving skills - Blend real-world problem solving skills into your curriculum. Have your students write out solutions to the problem and discuss their ideas as a class or in small groups.
4.	Incorporate more senses - Add in activities that reinforce learning and comprehension by using more senses as they read. Remind students to read with a pen or pencil to annotate the text. Have your students take turns reading out loud. Use projectors to guide your lesson and write down questions for those who are visual learners.
5.	Set reading goals - Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.
6.	Read in portions - Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. It can also help students build confidence in understanding a complex subject.
7.	Let students guide their reading - Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually.

As teachers implement more reading activities into classroom coursework, students will find improvement in vocabulary, writing skills, problem solving, concentration, and cognitive development to help build a solid foundation for future learning.

### **Action plan for creating awareness of environment among students-**

1.	Plantation done by The Principal / Teachers / Students in vidyalaya premises and neighbouring area.
2.	Adopt a plant programme - Encourage students "do plantation at home and take selfie". Share it in class WhatsApp group to encourage others.
3.	Speech in morning assembly as Special Programme on Environment.

4.	Slogan writing, Painting, Essay writing competition and Debate on Environment under CCA activities.
5.	Conduct QUIZ on Environment.
6.	Suggest suitable books in library to create awareness of Environment.
7.	Form an Environment / Green club.

## 7. Planning for Vidya-Pravesh –

## 8. Activities planned for bag-less days under PVEP-

<p><b>Bag-less days:-</b> One of the unique features of the school is 'Bagless Day' on every Saturday when students from 1 to 5 do not carry their school bags. On this day, dance, handwriting, music ect. are taught.</p>	
<p><b>Objective:-</b> The objective of the programme is to nurture children at the young age and bring out their hidden talent in different fields and to promote all around development of the students of the primary section.</p>	
<p><b>Activities :-</b> The various suggestive activities mentioned below can be planned-</p>	
1.	Literacy-
	Poem Recitation, Silent & Loud Reading, Story Telling, Creative Writing, Speech/ Debate, Video/ films, Antakshari of songs, Dohe, Poem, Words, Countries etc.
2.	Cultural-
	Singing of songs, Dance, Action Songs, Celebration of festivals, Rangoli, To play musical instruments.
3.	Art & Craft-
	Drawing and painting, Greeting Card Making, Clay Molds, Kite making, Mehndi, Art of collage, Rakhi making, Mask making, Diya Decoration, Classroom Decoration.
4.	Game-
	Indoor Game, Outdoor Game, Yoga