केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

दिल्ली संभाग /DELHI REGION

ACADEMIC PLAN – 2021 - 22

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1. **<u>Mission Statement</u>**

To alleviate the impact of pandemic in school education by remodeling the teaching – learning process to continue to impart quality education and inventing a strategic approach towards mix of schooling at home and teachers with innovative ways for 360^0 assessment in a healthy way catering to social - economic and psychological need of students as well as teachers.

2. **<u>BACKGROUND</u>**

In the year 2020 and 2021, COVID -19 pandemic has caused an unprecedented public health emergency, affecting everyone globally leading to disruption of normal life. Education sector is also adversely effected as closure of school causes loss of learning, as the course of formal learning in the form of teaching – learning of curriculum, including the academic calendar has been disturbed.

(a) Analysis of previous session

In the year 2020-21, Delhi Region started with live online classes initially in April on facebook/Youtube/Whatsapp etc. Subject teachers in schools also created class-wise whatsapp doubt clearance group. When it was established that schools will not open in near future, and to further strengthen the teaching - learning process, Delhi Region collaborated with Google to use their online platform - **Google workspace** (earlier called as GSuite), their integrated Suite of secure, cloud-native collaboration and productivity apps powered by Google AI. It includes Google classroom, Gmail, Docs, Drive, Calendar, Google meet for live classes and other useful features. Structured workshops were conducted to provide trainings and support to all the teachers of the Region to help them impart education effectively and maintain online records of work and assignments/correction etc.

While Delhi Region continue with its endeavors initiated last year, there is a need to self-assess, plan and renew the efforts for challenges ahead in the current year, as learning from last year can help us plan better and prevent further learning loss.

(b) Success

- In 2020-21 online classes started in a timely manner, in April through facebook/youtube/whatsapp live and there on after summer vacation through Google workspace.
- Each child was given a secured official id from RO which could be monitored and audited ensuring child safety.
- Structured workshops were conducted to train teachers for imparting digital education.
- Syllabus was completed & all the assessments conducted on time.

(c) Challenges and Focus areas

- Health of the teachers and students is of paramount importance while designing any intervention.
- Identifying out of school children (OoSC), mainstreaming them and their retention. Helping/Guiding teacher to reach out to the last child.
- Transition of curriculum to achieve Academic learning and cognitive development of students.
- Reimagining blended and home based learning through digital medium and parents/older sibling engagement and support.
- Tracking children and their learning levels
- Teachers Capacity building will be focused.

(d) Remodeling and Innovations planned

- Preparation of supplementary learning material for students and its dissemination among students deprived of any online reach to teaching learning process and students who need remediation..
- Planning to introduce Byju's classes free of costs & easily integrated in google workspace to help students learn at their own pace.
- We plan to conduct school, cluster and regional level scholastic competitions and reward students with an aim to motivate and incline students towards studies.
- Involvement of parent and older sibling to reduce learning loss.
- Reforming assessment.

3. **Well-being of students**

   The pandemic has also taken toll on mental health of students. Constant state of anxiety and no physical means to channelize the energy requires innovative interventions to ensure same mental health and well-being of students.

Delhi Region is considering following activities to further ensure sound mental health of students

1. Promoting indoor games like, Ludo, Chess, Caramboard , Antakshari, Puzzle etc. among the students.

2. Sharing Links of interesting / inspired stories / Videos on Youtube with student.

3. Reading, exercise, yoga, and healthy habits may be promoted among children and parents should be made aware about the psychological needs of children and being more communicative with them. To create sensitivity and awareness among parents, interactions maybe held with them taking the support of counselors/community members.

4. Conduct of peer-to-peer sessions to express their feelings freely and build a support system

5. Involve parents in the teaching-learning process. Use various digital modes for sensitizing parents about their role in giving mental/emotional support to their children and being able to recognize signs of distress.

6. Online group counselling sessions for students wherever possible.

7. Doing a lot of interesting class/group activities, such as, contribution in preparation of class magazines by all children in the class, exhibiting of individual talent through various modes, encouraging children to participate in any form of creative expressions, such as, essay writing, painting, poetry, storytelling, etc. and using this as a medium of expression of feelings by children.

8. To get the services of trained counsellors to motivate the child on various issue like :-
    a. Self-regulation – Self Growth
    b. Hobbies
    c. Awareness – Self-awareness and awareness about surroundings.
    d. Personal Health and Hygiene.
    e. Life Skills
    f. Ethics and morals

g. Mental & Emotional health

h. Well define daily routine and life style.

i. Practicing Yoga and Exercise

j. Promoting Visual Art like Drawing & Painting.

k. Promoting Performing Art like Music and Drama

l. Enhancing creativity and innovation through Project work, Science
Protype model, Creative writing etc.

9. Advocacy to the parents to engaged Senior Students (8 onwards) in
Domestic Activities like;

a. Sweeping & moping of floors of their home.

b. Cooking simple food items,

c. Washing utensils and plates and arranging them after drying.

d. Arranging food items on dining table for members of family.

10. Involving Students in Handy Craft related work.

11. Principal, Vice Principal, Teachers and Parents to be made aware of
Govt. of India Initiative name Manodarpan launch on 21st July, 2020 to ensure
mental and well being of the students.

**Manodarpan can be assessed from 8.00 am to 8.00 pm on tollfree number
8448440632.**

12. Motivational Talks may also be arranged for School Heads / Teachers /
Students and Parents for their overall well-being.

13. A dedicated e mail id for guidance and counselling was created last year
in each school and shared with all students who may contact Empathetic Aware
Teachers, to continue further.

4. Engagement with students

4.A. Class specific optimum screen time to be ensured for the students.

S.No	Class	No. of Period allotted per day	Duration of each period
1.	1 & 2	Two period per day (with a gap of 20 minutes between two period)	40 minutes
2.	3,4 & 5	(Two + One) period per day (with a gap of 20 minutes between two period)	40 minutes
3.	6, 7 & 8	(Three + One) Period per day (with a gap of 20 minutes between two period)	40 minutes
4.	9 & 10	Four Period per day (with a gap of 20 minutes between two period)	40 minutes
5.	11 & 12	Four Period per day (with a gap of 20 minutes between two period)	40 minutes

4.B. Mapping students and devices

(i) Total Number of Students in Vidyalaya: 106982
(ii) Students having device available as per requirement: 101448
(iii) Students having Access to device in Limited manner: 4960
(iv) Percentage of students having devices: 99.46%
(v) Students do not have access device but contacted by other ways: 481
(vi) Percentage of students not having devices: 0.54%
(vii) Students could not be contacted at all: 93

4.C. Level of Initiatives :

(a) Students with devices & connectivity: All the student are registered in Google Class Rooms and are being taught by the teachers online. Proper time table has been framed by the schools and regular classes are conducted.

(i) Primary classes of I and II will have only 2 periods of regular subject and other activities. Classes from III to V have been allotted 3 periods a day of 40 minutes each, in which 2 periods are taken by the teachers teaching core subject and one period is assigned for miscellaneous subjects (music, drawing, yoga/games)/fun activities to help the children to overcome the boredom which they face confined to homes.

(ii) Middle school classes 6 to 8: These students have 6 subjects hence 3 periods each day have been assigned to core subjects which are taught in alternate days and one period has been assigned to miscellaneous subject like Drawing/ SUPW/ Games/ Yoga/ AI.

(iii) Secondary class (9 to 12): 4 periods of 40 minutes have been assigned to the core subjects and out of these few periods have been assigned to AI, games and SUPW.

(b) Students with devices but limited access: Teachers have been asked to prepare the e-lesson plan which contains the gist of the lesson, learning outcomes along with the video recording of the lesson, worksheets for assignments and link for taking a test using www.liveworksheets.com. This will be shared with the students who can go through the lesson as and when they have the connectivity or availability of the device.

(c) Students not having access to device but contacted by otherwise: School will identify these students and make an effort to tag these children with their neighborhood child of same grade/class, so that he can get access to live classroom directly.

The students will be provided with a **weekly handouts** consisting of brief of the lesson and worksheets which will be covered during that particular week, will be kept with the security guards who will issue it (handouts) to the students after verifying their identity and duly acknowledging the receipt. A drop box will be kept at the out-post so that students can drop their assignments, which in turn after sanitizing will be handed over to teachers for correction and evaluation. In case students / Parents are not able to come to school, then the study material and the Worksheets will be sent through post.

These students will also be encouraged to watch DTH channels of SWAYAMPRABHA developed by MHRD for their continuous learning.

(d) S**tudents who could not be contacted at all:** Efforts are going on to contact these students also. The mobile number provided to the school are not reachable. A registered post was also sent to the address of these students but most of them have returned.

(e) CSR activities: - Last year some NGOs have donated few devices to students hence the total no of students not having devices has come down to 0.54% in Delhi Region. This initiative will be further enhanced this year.

4.D. Accessing learning gaps and bridging them
When a student begins to struggle or fall behind with their academic progression, it is referred as " Learning Gap".

To assess the learning gap a diagnostic test for all the classes shall be taken up after the reopening of the schools after summer vacation facilitated through RO. This way students can be identified who need help. Following methods will be used to mitigate the learning gap.

1. One to one tutoring is an ideal solution for students dealing with learning gaps, but due to pandemic this is not possible at present hence teacher can collaborate with the parents and guide them as how the child can be helped. Activities given in the Alternative Academic Calendar for the parents can be undertaken at home under the guidance of the teacher. Video and other material can be provided to the parents who in turn will guide the child.

2. After the task given by the teacher has been completed a simple worksheet can be shared to test the learning outcome.

3. Delhi region is planning to introducing free Byju's classes in the Google classroom where the students can learn at their own pace. These classes provide structured learning which is easy to use and learn.

4.E. Appropriately designing lesson plans for online-teaching :

 Lesson plans shall be designed appropriately based on the pedagogical requirement as per NEP 2020.

<u>**A broad framework for lesson plan is as follows:**</u> The lesson plan to be developed by teacher will contain the gist of the lesson, explanation, and then teacher will share a video prepared him / her self along with the ppt of the lesson. Suggestions will be given for further resources to be used for

understanding of the topic. Quizzes, worksheets to be prepared to test the learning outcome using different tools like liveworksheets, topworksheets, google form etc links shall be shared with the students who can take the test once they are ready. A link for assignments will also be inserted in the lesson plan which students can open and submit the assignment in the Google classroom. A lesson shall be completed within 2 to 3 session.

A sample of lesson plan is appended below:

CLASS: **SUBJECT:**

UNIT: **LESSON:**   **No of session required:**

Session	Gist of Lesson	Expected Learning Outcomes /ELO	Teaching Learning activities planned	Suggested material / Resources	Assessment strategies planned/Assignments	Worksheets
No of session	Gist of the topic to be taken shall be written here	Learning outcomes to be achieved to be mentioned here.	A video recorded by the teacher teaching the topic shall be inserted here along with a ppt of the same topic. If a student wants to prepare notes can be taken from ppt.	Online links to be provided for better understanding of concept.	Online quizzes, assessment prepared using ICT tools like liveworksheets, topworksheet, Google form shall be inserted here. More ICT tools given in point no 3.	Worksheet links can also be given which can be inserted in the lesson plan only.

5. **PEDAGOGICAL STRATEGIES**

Class 1& 2: Activities to enhance foundational literacy and numeracy, Learning should be holistic, regular reading activities, critical and collaborative thinking enhancement, experiential learning

Class 3-5: Learning should be enjoyable and flexible. It should focus on CCT, Discovery based learning and Experiential Learning leading to holistic development of the students.

Class 6-8:
- Active engagement of the students while teaching learning process
- Transform rote learning into learning by doing by incorporating the activity based learning
- Preparation of list of lesson specific activities
- Integrated TLP evaluation
- Integrated TLP lesson Plan (Experiential Learning)
- Exploration of relation among the subject by the heads of Subject Committee to develop integrated approach- to ensure coordination among the teacher brings desirable reflection.

Class 9-12
- Active engagement of the students while teaching learning process
- Transform rote learning to learning by doing by incorporating the activity based learning
- Preparation of list of activity lesson specific
- Integrated TLP evaluation
- Integrated TLP lesson Plan (Experiential Learning)
- Explorations of relation among the subjects by the heads of Subject Committee to develop integrated approach- to ensure coordination among the teacher bring desirable reflection.
- Art-integrated education will be embedded in classroom transactions.
- Promoting physical and psychological well-being while also enhancing cognitive abilities- Sports Activities

STRATEGIES FOR OUTCOME LEARNING

Class 1& 2: Pedagogical tools will be defined for course outcome delivery
Class 3-5: CCE throughout the TLP with the help of interactive worksheet, google sheet, quiz, puzzles or discussion can be planned in the lesson plan.
Class 6-8:
- At the Plan level- Lesson Plans will be prepared by having main focus on lesson specific out comes

- Key areas of learning will be assessed as integral part of teaching learning process
- Ensuring the incorporation of learning outcomes issued by the NCERT in lesson plan
- Use of students' centric methods of teaching- Use of online platform to create and share the experience of learning by the students.

Class 9-12 :
- At the Plan level- Lesson Plans will be prepared by having main focus on lesson specific out comes
- Key areas of learning in lieu of competencies will be tested as Assessment for Learning while TLP
- Ensuring the implementation of learning outcomes issued by the NCERT.
- Use of student's centric method of teaching- Use of online platform to create and share the experience of learning by the students.

STRATEGIES FOR SELF REGULATED LEARNING

Class 1-2: Visual supports - mindfulness develop routines for success, scenarios discussion, role play, guided Meditation videos, encouraging positive habits

Class3-5: Google forms, Go formative, Live Discussion may be included for the self-regulated learning. More over parents can also play a vital role as they can be an active participant by acting as a peer with the child.

Class 6-8:
- Give the projects/ activities to the students
- To execute the free activities (developing and sharing the activities to the other group of students) in the class.
- Incorporating peer learning models.

Class 9-12 :

- Question Framing exercise from a given chapter/topic
- Give the projects/surveys/ activities to the students
- To execute the free activities (developing and sharing the activities to the other group of students) in the class.
- Incorporating peer learning models
- Serving the open ended task to students
- Incorporating self-evaluation technique

ACTIVITIES FOR VARIED FORMS OF LEARNER ENGAGEMENT

Class 1& 2: CCA planned in such a way that each and every child can be an active participant and it can be mode of learner's engagement in learning as all the CCA are interconnected with our TLP Recitation of Poem, Fancy Dress Calligraphy, Mask Making, Dramatisation, etc.

Class 3-5:
- Flexible worksheets/assignments /material as per need.
- Discussion or live worksheet at the end of each session with the aim to achieve TLO's can also help.
- E-resources, and various ways of interesting and play way method can be used.

Class 6-8:
- Connecting learning with real life situation- Demonstration
- Creating a learning environment for the students for self-engagement- Problem Solving, Demonstrating, Playing and Practices sports activities etc.

Class 9-12
- Connecting learning with real life situation- Demonstration
- Creating a learning environment for the students for self-engagement- Problem Solving, Demonstrating, Playing and Practices sports activities etc.
- Conducting Seminars by the students

FRAMEWORK/TYPES OF ASSESSMENTS

Class 1& 2: Oral and written both in form of interesting and interactive worksheet.
Class 3-5: Pen paper test along with the interesting activities, projects, worksheets, discussion, role-play, quiz, etc. can be used.
Class 6-8:
- Continuous Evaluation- Assessment for Learning.
- Periodic Assessment - Assessment of Learning
- Regular recording of key competencies of the Academic Session to ensure the learning gap.

Class 9-12

- Continuous Evaluation- Assessment for Learning.
- Periodic Assessment - Assessment of Learning
- Regular recording of key competencies of the Academic Session to ensure the learning gap.

ACTIVITIES FOR CONDUCTING MULTI-DISCIPLINARY LEARNING

Class 1& 2: Experiential learning through project, joyful activities, Puppetry, etc.
Class 3-5: Each subject is integrated with each other. Teachers can plan interesting and conducive activities as per the need and the calibre of the students.
Class 6-8: Each subject is integrated with each other. Teachers can plan interesting and conducive activities as per the need and the calibre of the students.

- Debates and display.
- Sharing experiences

Class 9-12:

- Conducting surveys
- Debates and display.
- Sharing experiences
- Conducting sports activities
- Visits to Industries or the places of interest

Examples of Multi disciplinary projects

Some examples multi-disciplinary projects that can be taken up by students in this session

- News Analysis :- To launch the exercise, you must play a news clip that discusses a local, national or international topic. Then, give students a related question to solve either individually or in teams. For example, the clip can be about a store shutting down. Using skills and concepts from different subjects, ask students to determine an ideal new location for it. They can volunteer to present their solutions, answering questions from classmates

- Historical Pen Pals :- Each student takes the role of a historical figure and writes to a classmate about events he or she faced. Drawing on resources such as videos and textbooks, the exercise allows the writer to process content from different and relevant subjects. Let's say a student takes the role of Galileo Galilei. He or she can write about the [polymath](#)'s discoveries, building knowledge of math and other subjects in the process
- Traveller:- Students work to create week-long travel itineraries to their ideal destinations(Preferably paired EBSB state). The product should, for example, include information about:

  ❖ Landmarks and their historical significances
  ❖ Popular foods, dishes and the predominant cuisine
  ❖ Languages or dialects spoken in the area or country
  ❖ Cultural events that take place in the area or country

INNOVATIVE ONLINE PRACTICES

Class 1& 2: Live worksheet along with different tools for different subject (online teaching), Interesting videos, etc. can be used according to the needs of the students.

Class 3-5: Online Platform can itself can be a great source of innovation. As teacher can use different software and tools like GeoGebra for Maths. Story bird for language. Teachers can opt for the best suitable app for his/

Class 6-8:
- Create and Share the online Quiz
- Use of Art integrated approach
- Playing videos and conducting activities

Class 9-12:
- Create and Share the online Quiz
- Use of Art integrated approach
- Playing videos and conducting activities

STRATEGIES FOR OVERCOMING LEARNING GAPS OF THE LEARNERS.

Class 1-2: Online videos of lesson can be posted on google classroom, whatsapp group to link the gap. Teacher can email or send the written notes by post. The Parents can also be asked to collect the notes from the School if feasible.

Class 3-5: Online videos of lesson can be posted on google classroom, whatsapp group to link the gap. Teacher can email or send the written notes by post. The Parents can also be ask to collect the notes from the School if feasible.

Class 6-8: Post learning assessment and outcome based assessment for learning to identify the learning gaps. Measurement of expected Learning outcomes at different stages of learning during TLP.

Class 9-12: Post learning assessment and outcome based assessment for learning to identify the learning gaps. Measurement of expected Learning outcomes at different stages of learning during TLP.

7. Curriculum

Split up syllabus is crafted through latest CBSE syllabus and is attached herewith to be followed this year. It will be revised and modified if and when we get further updates.

8. Assessment Policy

In the current scenario of at-home learning models, it might be beneficial to develop a clear statement of the purpose for creating an assessment program for competency based assessment and application in real life.

As there is little hope of reopening of schools this year, we plan on remodeling the exam system to be more reliable and to optimize learning and development of all students bearing in mind assessment reforms based on NEP 2020. We propose to redesign the system for 360 assessment based on following parameters:-

I. **School based assessment:** - As child attempts the exam from home, we need to have a reliable system of assessment. For example, Questions based on understanding, open book tests, Question formation test and mix of subjective questions and MCQs.

II. **For initiating 360 model of assessment** as by NEP 2020, we plan to give increased weightage to other components like Peer assessment, Group work, Parents assessment, Quiz, role play, Oral, Portfolios etc. for continuous tracking of learning outcomes of child.

III. **Use of recapitulation as a daily practice** test for regular assessment.

IV. **Hybrid Approach to assessment**:- We plan to have hybrid assessment of students learning, which will include above three assessment forms in a hybrid manner i.e. online as well as when conditions permit offline too.

V. **Bringing teacher on board** :-
   - ❖ -Workshops for capacity building for teachers are planned once schools reopen to acquaint them with various new tools for their respective subjects and assessment reforms.
   - ❖ -Again revisiting Alternative Academic Calendar and discussion on how to conduct the activities with feedback from last year to improve upon on this year and check learning outcomes, address learning loss.
   - ❖ - Familiarizing them with "Teacher's resource for Achieving learning outcomes for class 1 to 10" – A document by CBSE to help teachers incorporate learning outcomes in their day to day teaching and learning with children.

A model for assessment is under planning keeping in mind the above criteria.

9. Engaging parent and elder sibling, neighborhood, senior child

The role of parents and community has become all the more important as their involvement is the key to ensure that there is no learning loss for the children, as digital content is more or less one way scenario unless a guardian is involved at home. PTMs are conducted to guide and counsel parents to be involved in learning process. Problem area here is that some parents are illiterate. This specially may effect students in primary foundational classes.

This year we Plan on systematic involvement of parents / older siblings / volunteers
Planning peer groups to assist slow learners to bridge learning loss: - classmates/peers from same area/locality are being identified to arrange peer and group learning and them motivating them through competitions. Motivated students can take ownership of group learning etc.

The Learning Outcomes to be covered in this period and Outcomes mapped with curriculum may be shared with parents

Parents/guardians/siblings or volunteers (in case of parents being illiterate) may be called in the school in staggered timing for providing orientation on the use of alternative academic calendar which is learning outcomes based.

This will give them an idea of learning outcomes to be covered by the students mapping with different themes across subject areas. They may also be guided how some of these learning outcomes may also be covered simply by interacting with child e.g., on food, work they do, shelter, agriculture, their daily and monthly expenditure, etc., and also conducting activities related to day-to-day routine of the child.

Students may be asked to make a list of items purchased for use at home in last two days and calculate total expenditure incurred for that.

10.   Inspection

As mode of teaching – learning is transformed to digital mode, there is a need to reimagine the ways to monitor and supervise the teachers teaching and students performance and learning thereof. A new observation tool is being formulated and will be shared for same.

11.   ICT Tools and Resources for teachers and students

S.No	Name of ICT Tool	Explanation
1.	**Whiteboard.fi**	Whiteboard.fi is a simple tool that can be used instantly. Teacher can Create a class and let her students join, using a link, room code or QR code. Everyone will get an individual digital whiteboard, where they can draw, write text, make notations on images, add math equations, and more!t Teacher sees all students' whiteboards in real time, and can follow their progress, while the students only see their own whiteboard and the teacher's. Whiteboard.fi is an instant formative assessment tool for our classroom, providing us with live feedback and immediate overview over our students.

		Teacher can Engage whole class, include every student and everybody can answer - including the shy students or students who normally wouldn't bother to answer!
2	**TOPWORKSHEETS**	Teacher can convert exercises into interactive worksheets, easy and free. Teacher doesn't need advanced digital skills. They can edit worksheets in a quick and easy way. Teacher can Send worksheets to students simply with a link or integrate them with Google Classroom where grading will be done automatically. Teacher can Access thousands of worksheets created by community. They can Save time with auto-grading. And Customize each question score. Students get instant feedback when they finish the worksheet.
3	**Edpuzzle**	EdPuzzle is a free assessment-centered tool that allows teachers and students to create interactive online videos by embedding either open-ended or multiple-choice questions, audio notes, audio tracks, or comments on a video. Edpuzzle interactive videos can be made with videos from a number of websites, including YouTube, TED, Vimeo, and National Geographic. EdPuzzle is a great formative assessment tool for teachers who run a flipped classroom, assign videos for homework, or want to encourage asynchronous communication. Teacher also can have students use EdPuzzle to show whether or not they achieved the goals at the end of the semester. It easily integrates with Google Classroom and gives grading automatically in google classroom.
4	**Spiral.ac**	Spiral.ac provides formative assessment apps in one platform. Teacher can Engage students in lessons and at home with simple-to-use, everyday learning activities. Spiral requires no integration and takes seconds for students to actively participate in live lessons and assignments. Teacher can Launch an

		activity or post an assignment to be completed asynchronously. Students can connect with the activity using a simple code . Students answers appear live so they can learn from each other Or teacher can review, grade and feedback assignments off-line . Teacher can Ask a verbal question and instead of one hand going up the whole class can respond from any device. It is Fast, Simple and effective in getting high quality formative assessment in seconds. Teacher can Plan a prepared quiz as a teacher-led or as a student-led independant activity. Teacher can choose a range of question formats from open, closed,MCQ, polls annotations, drawings and audio response. Teacher can Assess in real-time or asynchronously. Teacher can Import any slide deck, powerpoint or pdf and present live in class or on-line. Teacher can Set discussion points for the class to discuss and let them share comments, thoughts and ideas with each other. Student teams can create and share collaborative presentations from linked devices in class and from home. Student teams can 'take over' the whiteboard from their devices to present to the rest of the class for peer review. We can Turn any public video into a live chat with questions and quizzes that we can Watch with the class as they answer each question, or post, review and grade as an assignment for the students to complete in their own time.
5	**Bakpax**	Bakpax uses AI to read handwriting and instantly autograde student work. It provide teachers with 1000s of free, standards-aligned, autogradable assignments. It save teachers time grading and gives students instant feedback, which increases their engagement. Students can submit work online on any device, or with paper and pencil, solving access challenges. Bakpax works for virtual, in-person or hybrid learning.

6	**Book Creator**	tI is Magically easy way to create and publish digital books and multimedia. <u>Book Creator</u> enables students to **create and read multimodal digital books**. It is an ideal tool for enhancing student engagement through story creation and multimedia design. When creating their own books, students can either generate their own content (by typing, drawing or uploading self-made videos, audio files, and images) or they can curate online multimedia resources from the Internet. Book Creator can also be used in **project-based learning activities** because it allows real-time collaboration for multiple students to create one book. While students will get the most educational benefit out of designing their own books, they can also read multimodal books designed by others to enrich their knowledge.
7	**Quizziz**	Quizziz allows teachers to utilize pre-made quizzes or create their own. Live mode can be used in class, and homework mode can be used by students independently from any device. Students can also play solo games with other users around the world. Quizziz tracks student progress so teachers can use results to determine interventions and remediation needs. Quizzes can be shared to Classroom by starting a live or homework game. On the homework game code page, there is a button for "Share to Classroom," and on the live game code page, there is a "Share Via" button.
8	**Kahoot**	It is free game-based learning tool for Google Classroom is Kahoot. Kahoot allows teachers to create multiple choice questions which are transformed into a fun, interactive game for students. Students can use any device to answer the questions. Kahoot can be played in class as a group, or teachers can assign a Kahoot as a homework assignment. There is a Kahoot

		extension for Chrome, and Kahoot challenges can be shared through Google Classroom.
9	QUILL	Quill is a platform that has a set of tools for teaching writing, vocabulary, and grammar and includes over 400 exercises. You can guide your students to learn by reconstructing sentences, proofreading passages, writing new passages, and more. https://www.quill.org/
10	Starfall	It is an online service that was initially designed to teach children to read. Its phonics-based learning model supports online games and print series, which can be downloaded for use at home and in the classroom. Now, it also features animated songs, movies, and mathematics activities for Pre-K, Kindergarten, and Grades 1 to 3.
11	SpellQuiz	It is another online service that is mainly focused on helping kids and adults to learn phonics. The platform contains English spelling lessons for individuals from Grade 1 to Adult, as well as fun quizzes and word games.
12	PRODIGY MATHS	https://www.prodigygame.com/main-en/ . Prodigy Math is a free math game for students in grades K-8 which can be adapted to fit specific needs. It includes a diagnostic test, embedded assessments, and differentiated instruction. Prodigy Math is integrated with Google Classroom.

Website which can be used by students to enhance their understanding of the subjects:

    A. https://www.khanacademy.org/
    B. https://www.readwritethink.org/
    C. www.Mathsisfun.com
    D. https://learnenglishkids.britishcouncil.org/

E. https://www.mathplayground.com/math-games.html
F. https://www.gamestolearnenglish.com/
G. https://www.teacherled.com/manipulatives/
H. http://www.crickweb.co.uk/
I. https://www.topmarks.co.uk/maths-games/5-7-years/counting
J. https://www.englishmaven.org/
K. http://englishforeveryone.org/
L. http://www.usingenglish.com/
M. https://pschool.in/
N. GCOMPRIS
O. EDUACTIV8
P. https://learn.khanacademy.org/khan-academy-kids/

12.   Tentative Academic Calendar of Second Quarter

S. No.	Task	Time Line
1.	Identifying students with learning loss	30th June
2.	Preparation of supplementary material for remediation and students without devices	20th July
3.	Distribution of supplementary material to students	10th August
4.	Workshops of Principals/ Vice- Principals/ HMs by RO officials on all aspects of teaching – learning and assessment reforms to be implemented at school level.	25th June
5.	Workshops of teachers by Principals, VPs and HMs for implementation.	30th June
6.	Tracking and monitoring the impact by Principals and Vice Principals, HMs and teachers	Everyday
7.	Analyzing, review and measure outcomes of teaching – learning activities at RO level with school heads and feedback	Every month
8.	Support to students for their mental and physical well being	Everyday
9.	Conduct of PT1	26th July to 31st July 2021