



Bal Bharati
PUBLIC SCHOOL

ANNUAL PEDAGOGICAL PLAN

SESSION : 2024-25

The **Annual Pedagogical Plan** is a reflection of the year gone by and vision for the next academic year. The main aim of the plan is to make the teaching and learning process more constructive, collaborative, integrative, reflective and inquiry - based.

This form has the following parts :

- **School Information**
- **Projection of the Annual Pedagogical Plan**
- **Section 1 (2023-2024) :** Reflections from the past year
Assessment, Insights and way forward

- **Section 2 (2024-2025) :** Plan for the current year
 - (A) School Essentials
 - (B) Curriculum Planning
 - (C) Student Development Plan
 - (D) Teacher Development Plan

- **Section 3(2024-2025) :** Annual Planner for Leading Learning Process

*** The form has been supplemented with information (marked in grey) for reference purpose and additional annexures which are suggestive in nature. All planning is to be done keeping in mind the NEP-2020 and the NCF 2023.**

SCHOOL INFORMATION

- i) School Name : BAL BHARATI PUBLIC SCHOOL
Complete Address with Phone number(s) : ROHINI, SECTOR-14, DELHI-110085 ; +91 11 27554561, 27554562, 27554563
- ii) Email ID : bbpsrh@balbharati.org
- iii) Website link : <https://bbpsrohini.balbharati.org/>
- iv) Name of the Principal/ HOS : Ms. Geeta Gangwani
a) Contact No. : 9810469166
b) Email ID : geeta.gangwani@balbharati.org
- vi) School Details:
Year of Affiliation :Upto 31.3.2028
Affiliation No. :2730282
School Code :85251
- v) Type of School (Please tick the correct option):
- Middle/Secondary/Senior Secondary
 - Boys/Girls/Co-Education
 - Day School /Day Boarding/ Residential
(May tick more than one option)
 - Location Type : Urban / Rural/ Hilly Area
 - Is the School a Minority School? NO
- viii) School Quality Accreditation Details (if any): - SQAAC Submitted

PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2024-25)

Vision, Mission, Values, Focus & Approach

Vision : To strive for better and better, not resting on one's laurels; seek solutions not excuses, deliver results and serve the community by providing quality education.

Mission : Bal Bharati Public School, Rohini run by the CES is committed to inspire students to achieve the highest standards of intellectual, social, emotional & moral development through a multi-faceted approach to education.

We promote a supportive and happy environment for students to interact with and learn from their peers, teachers, parents and the community.

We aim to prepare students to become :

- Disciplined, confident, resilient and caring
- Equipped with the right values, knowledge and skills
- Future - ready and life-long learners
- Enlightened and engaged citizens of a global society

Our Values

- Integrity
- Respect
- Service
- Excellence
- Tolerance
- Obedience
- Generosity
- Courage
- Compassion

Areas of Improvement

Following areas needs improvement

- Inclusivity
- Vocational Subjects
- Differentiated teaching
- Personalized teaching
- Flexible assessment
- Assessment as feedback for improvement
- Developing culture of innovation,copyright and patents

Our Focus

- Academic excellence
- Implementation of NEP
- FLN
- Research and design thinking
- Skill Development
- Teacher empowerment
- Effective and safe use of technology
- Giving voice and choice to students
- Complex Problem Solving Skills
- Real World Connect
- SDGs
- Mindfulness and Happiness

Pedagogical Vision

At Bal Bharati Rohini we aim to nurture the inherent potential in every child and promote quality education that focuses on the all round development of the head, hand and heart of the learners. The students will be imparted with 21st century skills so that they can act as ambassadors of Indian Culture and Global citizens.

Plethora of pedagogical strategies will be used with special emphasis on :

- interdisciplinary learning
- collaborative learning

- internationalism
- inclusivity
- experiential learning
- Differentiated teaching to address diversity
- multiple flexible assessment methods

Our Teaching Learning Approach

Our teaching learning approach will be in accordance with NEP promoting constructivism, collaboration, inquiry, reflection and integration. The stage appropriate teaching learning approaches will be followed :

Stage	Teaching Learning Approach
Secondary Stage IX-XII	<ul style="list-style-type: none"> ● Multidisciplinary Education ● Focus on critical thinking, flexibility and choice of subjects.
Middle Stage VI-VIII	<ul style="list-style-type: none"> ● Student driven approach ● Subject specific expertise ● Skill Development ● Inquiry based
Preparatory Stage III-V	<ul style="list-style-type: none"> ● Experiential Learning ● Interdisciplinary art/sport integrated ● Discovery based ● Focus on Developing Language and numeracy skills ● Play and activity-based teaching method
Foundation Stage PS-Class II	<ul style="list-style-type: none"> ● Play way method ● Self-paced individual learning ● Social group based learning ● Focus on self-awareness & communication ● Focus on development of language skills

Institutional Goals

<p>Annual Goals</p>	<ul style="list-style-type: none"> ● Implementation of NEP 2020 & NCF f2022 (foundational stage) & NCFSE 2023 ● Excellence in academics and co-curricular domains ● Enrichment of Teaching Learning Process (TLP) through Differentiated Teaching & Personalized Teaching strategies ● Enhancing TLP through use of Generative AI tools ● Developing a culture of Innovation ● Focussing on Teacher Empowerment to groom teachers as agents of change ● Strengthening Community Connect and enhance Parental Engagement ● Developing an inclusive & equitable culture
<p>Strategies</p>	<ul style="list-style-type: none"> ● Teacher capacity building on NCF 2022 & NCFSE 2023 ● Early identification and structured remedial plan for weak students ● Narrow band teaching, Practice, Regular assessment & Constructive feedback to students ● Use of Embibe & Extramarks LMS ● Use of ICT tools for recaps & continuous assessment ● Teacher training on use of AI tools for content generation , assessment & administrative work ● Innovative activities through School Innovation cell, ATL, AI club, Robotic club, Entrepreneurship club ● Continuous teacher capacity building programmes, self & peer mentoring and collaborative learning ● Greater visibility through Care & connect and branding initiatives ● Enhancing support to CWSN through greater involvement in non academic activities
<p>Long Term Goals</p>	<ul style="list-style-type: none"> ● Infrastructure developments to create state of the art Labs, Libraries & Activity rooms ● Introduce vocational subject (s) ● Embrace technological advancements to enhance learning outcomes of students ● Use technology to enhance teaching learning of visual & performing arts ● Poularise Bhartiya games ● Focus on greater participation of girls in games & sports ● Active and positive engagement of school Alumni
<p>Strategies</p>	<ul style="list-style-type: none"> ● Teacher capacity building in use of ICT for enhancing learning outcomes ● Training of visual & performing art teachers for use of technology in their respective subjects ● Appointment of full day coaches , enhancing supervision & accountability of sports faculty.- ● Work on increasing the database of Alumni & establish the missing connect with the first few pass out batches

Constitution of Pedagogical Plan Committee

Name	Designation	Role in PPC
	Board of Management	Initiating, Planning & Guiding
Ms Geeta Gangwani	Principal	Initiating, Planning, Guiding & Monitoring
Ms. Bandhana Sharma	Vice Principal	Initiating, Planning & Guiding
Ms. Alka Chadha	Headmistress(Pr)	Planning & Guiding
Ms. Anjana	Headmistress(Pre Pr)	Planning & Guiding
Ms Sarita Chauhan	Chief Coordinator	Guiding & Execution
Ms Shefali Gupta	HOD Comp Sc.	Guiding & Execution
All Subjects	HOD's	Planning, Guiding & Execution

PPC Meetings to Develop APP (JANUARY TO MARCH 2024)

DATE	STAKEHOLDERS CONSULTED	REMARKS
January 2024	<ul style="list-style-type: none"> ● Academic Council ● Sports Council ● Principal ● Vice Principal ● Headmistresses ● Sports Incharge ● Examination Incharge 	<ul style="list-style-type: none"> ● Planning of the year long calendar of activities - co-curricular & club activities, interschool prog. ● Framing the assessment schedule & PTMs ● Planning of School functions ● Chalking calendar of Sports Activities ● Drawing the schedule of thematic Morning Assemblies
February 2024	<ul style="list-style-type: none"> ● Principal ● Vice Principal ● Headmistresses ● Time Table Committee ● HOD's 	<ul style="list-style-type: none"> ● Planning the constitution of different sub committees, appointment of convenors, coordinators & Incharges ● Framing the staff duty list ● Calculation of workload & timetable allotment ● Developing Pedagogical plans department wise (Ex. Art Education, Theatre, MASP, usage of tabs, developing integrated approach in teaching).

March 2024	<ul style="list-style-type: none"> ● Principal ● Vice Principal ● Headmistresses ● Teachers ● Special educator ● School Counselor ● HOD's 	<ul style="list-style-type: none"> ● Discussion of the class wise Annual result ● Identification of weak students through data analysis ● Planning remediation for coming session
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Number of meetings to be held for implementation of plan (ONE MEETING TO BE HELD EVERY QUARTER)

DATE	STAKEHOLDERS CONSULTED	REMARKS
Meetings Held once Fortnightly	<ul style="list-style-type: none"> ● Academic Council ● Sports Council ● Principal ● Vice Principal ● Headmistresses ● Sports Incharge ● Examination Incharge ● Time Table Committee ● HOD's ● Special educator ● School Counselor 	<ul style="list-style-type: none"> ● Monitor the execution of pedagogical plans as per guidelines. ● Subject specific areas of improvement as per observations made by HOD's ● Implementation and review of planning as per guidelines received from CBSE, DOE , Academic council and Advisory council (CES)

Coordination with Stakeholders (Inter- personal relationship with stakeholders)

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
School Managing Committee	<ul style="list-style-type: none"> ● Email ● Whatsapp Groups ● Minutes of Meetings 	<ul style="list-style-type: none"> ● All important academic and non-academic aspects of school functioning are discussed and approved. ● Budgets are approved ● Balance sheets are approved ● Staff matters are ratified 	<ul style="list-style-type: none"> ● Quarterly meetings ● Invited for major school functions ● Involved in school programmes as per expertise
Parents	<ul style="list-style-type: none"> ● School website, ● Class whatsapp groups ● Official facebook/instagram/ twitter page ● School email, ● School calendar ● School almanac ● Phone calls ● SMS ● Personal letters ● PTMs. 	<ul style="list-style-type: none"> ● Parents are allowed to meet the Principal/VP/HMs/AO with a prior appointment. ● Parents are invited to attend school functions like Annual Day, Grandparents Day, etc. ● Parents give feedback for improvement after attending skill development programmes (2 parents per session) ● Parents escort students for out of school activities. ● Parents act as resource persons for counseling sessions or as subject experts based on their expertise. ● Parents act as judges for intra & inter school competitions as per expertise. ● PTA Executive Body functions as per norms ● Parents are members of Safety & Security Committee 	<ul style="list-style-type: none"> ● Regular PTMs ● Quarterly PTA executive body meetings ● Fun games / Ramp walks for parents and grandparents ● Grandparent’ Day celebration ● Mothers’ Day celebration ● Monthly Safety walks
Faculty/Staff	<ul style="list-style-type: none"> ● General Body Meetings ● Departmental Meetings ● Faculty Meetings ● Meeting of Class Coordinators ● Meetings of Convenors of Committees ● Whatsapp Groups ● Teachers’ Handbook ● Personal Letters 	<ul style="list-style-type: none"> ● Curriculum planning ● Pedagogical planning ● Curation of Innovative Calendar activities ● Organization of school functions ● Coordinating students’ activities ● Coordinating parental engagement 	<ul style="list-style-type: none"> ● Duty roaster for session ● Faculty trainings as per requirement ● Teachers’ Day Celebration & felicitation ● Teacher well being activities like yoga sessions, sessions on health, financial literacy modules, front office management, POSCO, POSCHetc. ● Superannuation felicitation ● staff gatherings /picnics ● CES award ceremony

CBSE	<ul style="list-style-type: none"> ● Email communication through CBSE Shiksha Id ● Letters ● Telephonic conversation ● Personal interaction with concerned officials 	<ul style="list-style-type: none"> ● CBSE Coordinators for Classes X and XII are directly involved with CBSE related work. ● All staff members get involved in CBSE activities and assessments as per schedule. 	<ul style="list-style-type: none"> ● SSCE & SSE Examination Centre ● SSCE Chemistry evaluation center ● Student activities ● CBSE Ganit Challenge ● CBSE Reading Challenge ● CBSE Budding Author
BRITISH COUNCIL	<ul style="list-style-type: none"> ● email ● whatsapp group ● British Council website 	<ul style="list-style-type: none"> ● British Council Programmes for students and staff ● MOOCs for staff ● Teaching tools for effective teaching learning 	<ul style="list-style-type: none"> ● Principal as British Council consultant gets opportunity to bring in innovative British Council programmes for enrichment of teaching learning process. E.g Skill Builder Partnership Programme
NPSC	<ul style="list-style-type: none"> ● Emails ● Whatsapp 	<ul style="list-style-type: none"> ● School, staff and students are actively involved in activities and programmes curated by NPSC 	<ul style="list-style-type: none"> ● NPSC Annual Conference ● NPSC training sessions for staff ● NPSC UNIC Collaborative activities ● Donation Drive ● Clean Diwali Campaign
ATAL INNOVATION MISSION	<ul style="list-style-type: none"> ● Emails ● Whatsapp 	<ul style="list-style-type: none"> ● School, staff and students are actively involved in activities and programmes curated by AIM for ATAL TINKERING LAB 	<ul style="list-style-type: none"> ● ATL Marathon ● ATL Tinkerpreneur bootcamp ● ATL Community day ● ATL Tinkerfest

SECTION – I

REFLECTIONS FROM THE YEAR(2023-24) AS PER SCHOOL RECORDS

A1 Number of Students on Roll (Class-wise) 2023-24:

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
Number of Sections	13	5	5	5	5	5	5	5	5
Students on Roll	451	235	229	231	229	228	227	231	228

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	4	4	4	4	4	2	2	-
Students on Roll	199	183	170	157	132	125	70	-

A2 School Academic Performance:

Pass Percentage during the last Academic Session(2023-24):

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE
I	235	235	100%
II	229	229	100%
III	231	231	100%
IV	229	229	100%
V	228		
VI	227	227	100%
VII	231	231	100%
VIII	228		
IX	199		
X	183		RESULT AWAITED
XI	170	153	90%
XII	157		RESULT AWAITED

A3 Board Examination at a Glance 2022-2023

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 91% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 81% TO 90%	SPECIAL REMARKS (IF ANY)
X	189	188	99.47	19.05%	9.52%	One student was not able to clear the compartment exam
XII	171	171	100	27.49%	34.50%	—

A4 Student Placement Detail:2022-2023

- a) Number of students appeared in Class XII Examination : 171
 b) Admissions in Professional courses in the Current Academic Session

COURSE/COMPETITION	NUMBER OF STUDENTS SELECTED	SPECIAL REMARKS (IF ANY)
Engineering	45	Prestigious Colleges-DTU,NSIT,IGDTUW Streams Opted- IT,CS and Mathematical Modelling,CS with AI,ECE,Mechanical Engineering
Medical	4	
Law	5	NLU,DELHI
IVY League Colleges	4	Courses Opted- BBA,Bachelor of Business Economics
NIFT	1	
DU	45	Prestigious Colleges of DU in which students have taken admission-SRCC,ShaheedSukhDev,Hindu,Miranda House,National Forensic University Prestigious Courses Opted- Eco(H), Business Economics,B.Com (H), BMS,Maths (H),Psychology(H)
Ambedkar Univ.	3	Prestigious courses opted-Psychology (H)
Others(ICAI,Indian Maritime University,etc.)	24	

A5 Major School Achievements including Academic, Co-scholastic, Sports, International / National recognitions for the school as well as individuals (Please add link for every subheading)**1. Academic Achievements (UNIT SPECIFIC) :**

https://docs.google.com/document/d/1MWYtltwFrUckh9fuj1aTTFeU6tTnP9gO/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

2. Sports Achievements (UNIT SPECIFIC) :

https://docs.google.com/document/d/1KFaVygGN_oA9iD3z3K6jFCEh_IUJs_al/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

3. School Accolades (UNIT SPECIFIC) :

https://docs.google.com/document/d/1v2F12Rfcwhm60dIbGcQOOSWxE_wSlg4E/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

4. Co-Scholastic Achievements (UNIT SPECIFIC) :

https://docs.google.com/document/d/1xQxtwU4nVtR770V57vuubxfGSUwkLSll/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

A6 Best Practices – Mention all the pedagogical practices that have helped to enhance the learning environment at the school.

ALL DEPARTMENTS	LINK : https://docs.google.com/document/d/1qROEppza-1tg6NTBw4Tgxz2Uh-OF40S4/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true
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A 7 ASSESSMENT, INSIGHTS AND WAY FORWARD (2023-24)

(APP TO BE ASSESSED FOR THE PREVIOUS ACADEMIC YEAR TO PROVIDE INSIGHTS FOR APP OF THE NEXT YEAR)

Rating scale for assessing the current status of practicing pedagogical leadership for leading learning

(Exercise to be carried out at the end of the academic year)

Use the following rating scale 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

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

Actionable 1: Ascertain the needs for professional development through collaborative practises.	1	2	3	4	5
SUB POINTS			✓		
● Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. co-create rubrics, checklists, rating scales with faculty).			✓		
● Use these co-constructed mechanisms on a regular basis.			✓		
● Engage in a dialogue with individual teachers to identify individual needs and the way forward.			✓		
● Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher’s needs.				✓	
● Establish SMART targets for teachers.			✓		
Actionable 2: Creating opportunities for continuous and comprehensive professional learning.					
● Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.			✓		
● Organize in-school workshops, training and talks calling experts and also by the school leaders that are based on identified school needs.				✓	
● Encourage teachers to enroll for online professional courses for advanced learning.				✓	
● Hold teacher seminars where best practices are shared across grade levels and subjects.				✓	
● Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.			✓		
● Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.			✓		

Actionable 3: Promoting reflective thinking and meta cognitive thinking practices amongst the teachers					
● PaDevelop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy.			✓		
● Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.		✓			

• Engage with teachers to deconstruct what student-centered learning processes look like in a classroom and the role of a teacher in such a classroom.				✓	
• Challenge teachers to continually examine the extent to which their practices support student learning.			✓		
Actionable 4:				✓	
Empowering teachers to become agents of change					
• Teachers could carry out action research				✓	
• Believe in teachers' ability to seek and provide solutions.				✓	
• Practice distributed leadership to improve overall school systems, processes and environment.				✓	
• Create a collaborative culture in the school for teachers to work together.			✓		
• Encourage teachers to identify areas of the school where change could be brought through Action Research.			✓		
• Develop teachers' capacity to undertake Action Research.			✓		
• Assessment of the Professional Development Programme at school			✓		

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

Actionable 1:	1	2	3	4	5
Creating a Culture of Innovation					
• Build expertise, knowledge and necessary skills of teachers and students.			✓		
• Provide the freedom to explore and the time for ideas to incubate and develop.			✓		
• Allow flexibility and risk-taking, with no fear of judgement.			✓		
• Provide intellectual stimulation by bringing together groups of students and teachers			✓		
• of diverse interests, subject knowledge and skill sets to work together.					
• Promote a growth mindset where failure is seen as a stepping stone to success.			✓		
• Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.				✓	
Actionable 2:					
Expand the perspectives of teachers to implement innovative pedagogies					
• Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.			✓		

• Develop professional learning communities for sharing ideas, best practices and innovation.			✓		
• Encourage and support teachers to try out new ideas.			✓		
• Encourage collaboration and set aside time for planning.			✓		

● Lead discussions on alternative practices and their relative merits.		✓			
● Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.		✓			
● Explore technology platforms, tools, gamifications, and applications for enhancing instructional practices such as blended and flipped learning.			✓		
Actionable 3:					
Opportunities for student learning and innovation.					
● Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.			✓		
● Encourage inquiry-based learning by building critical thinking and problem-solving approach.			✓		
● Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.			✓		
● Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.		✓			
● Give voice to student ideas, encouraging them to take initiatives at school.		✓			
● Widen students' perspectives and horizons by inviting experts from different fields.			✓		
● Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.				✓	
● Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab , ATL labs and online/ digital platforms.				✓	

DESCRIPTOR 3: LEADING THE TEACHING-LEARNING PROCESS

<u>Actionable 1: Developing a shared understanding of Teaching-Learning</u>	1	2	3	4	5
● Create a common understanding that the purpose of teaching learning is to make students future-ready.			✓		
● Dialogue with teachers to deconstruct theories of learning.			✓		
● Encourage teachers to develop what good teaching and learning would look like in the classroom.			✓		
● Co-construct mechanisms, with teachers, that would help evaluate classroom practices.			✓		
● Create a conducive environment for learning.				✓	
<u>Actionable 2:</u>					
Create a conducive environment for learning					
● Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.				✓	
● Encourage teachers to plan lessons collaboratively.				✓	
● Support teachers to undertake innovative and research based pedagogical practices			✓		
● to improve student learning.					
● Encourage students to reflect on their learning, areas of strength and development.		✓			

● Create a culture that helps students to learn with joy and not fear.				✓	
● Provide adequate resources for students to learn.				✓	
● Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.				✓	
● Promote learning experiences outside the classroom through experiential learning.				✓	
Actionable 3:					
Encourage teachers to become reflective practitioners					
● Guide teachers on how to achieve their SMART goals.			✓		
● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.			✓		
● Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible		✓			
● Demonstrate to teachers what outstanding practice looks like by co-teaching with them.		✓			
● Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students.			✓		
Actionable 4:					
Build teacher competency in using data to improve Teaching Learning Process.					
● Assist teachers in understanding the importance of student assessment for improving learning.		✓			
● Focus on assessments for and as learning.		✓			
● Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.		✓			
● Collaborate with teachers while interpreting the data on student assessment to design action research programmes.		✓			

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Actionable 1:					
Creating the 'social glue' by building a culture of trust and self-improvement.	1	2	3	4	5
● Practice the habit of 'understanding others and seeking to be understood by others'.			✓		
● Encourage positivity and empathy among stakeholders.			✓		
● Create opportunities for staff and students' wellbeing.			✓		
● Celebrate success stories with the larger school community.				✓	
● Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.				✓	

• Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.				✓	
• Be a role model for teachers and students and demonstrate that a principal is a life- long learner.				✓	
Actionable 2:					
Developing policies and systems that support a culture of learning by including all stakeholders.					
• Establish an open-door policy and transparent communication amongst stakeholders.				✓	
• Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc.				✓	
• Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.				✓	
• Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments.			✓		
• Hold students, teachers and para teachers accountable by being transparent.			✓		
• Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.				✓	
• Ensure decisions are backed by research and are data driven.		✓			
Actionable 3:					
Keeping students at the heart of the learning culture.					
• Set high expectations for students and communicate these effectively.				✓	
• Provide challenging opportunities for students to learn experientially, innovatively and collaboratively.				✓	
• Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.			✓		
• Encourage students to use assessment as feedback and as an opportunity to learn.			✓		
• Develop students' ability to reflect on their strengths and areas of development across subjects.			✓		
• Inculcate values, gender sensitivity and life skills by embedding these within the			✓		
• learning experiences.					
• Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.			✓		
Actionable 4:					
Encouraging teachers to deepen learning.					
• Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				✓	
• Support and build a climate for adopting innovative instructional strategies for effective learning.			✓		
• Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.			✓		

<ul style="list-style-type: none"> Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students. 				✓	
<ul style="list-style-type: none"> Guide teachers to utilize data for effective planning and execution of instructional plans. 			✓		

Actionable 5:						
Parents as active partners in the educational journey of their child.						
<ul style="list-style-type: none"> Design innovative ways to engage parents in their child’s learning journey. 			✓			
<ul style="list-style-type: none"> Engage parents to collaborate and participate in various school activities. 			✓			
<ul style="list-style-type: none"> Hold workshops and seminars on parenting and other relevant topics. 		✓				
<ul style="list-style-type: none"> Invite parents to address students on their chosen careers or areas of expertise. 		✓				
<ul style="list-style-type: none"> Create Parent Groups that work with the school principal on improving and strengthening school systems. 		✓				

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

Actionable 1:	1	2	3	4	5
Creating an environment of acceptance					
<ul style="list-style-type: none"> Establish shared beliefs of respect and care. 			✓		
<ul style="list-style-type: none"> Celebrate differences as natural human diversity and treat them as an opportunity to learn. 			✓		
<ul style="list-style-type: none"> Promote social interactions among students and with teachers. 			✓		
<ul style="list-style-type: none"> Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community. 			✓		
<ul style="list-style-type: none"> Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners. 			✓		
Actionable 2:					
Formulating inclusive policies and structures					
<ul style="list-style-type: none"> Build knowledge and skills to teach a diverse group of learners through continuous professional development. 			✓		
<ul style="list-style-type: none"> Optimum utilization of material and human resources. 			✓		
<ul style="list-style-type: none"> Enhance engagement and value the achievement of all learners. 			✓		
<ul style="list-style-type: none"> Emphasize group processes and a problem-solving approach. 			✓		
<ul style="list-style-type: none"> Practice distributed leadership that seeks to empower and inspire participatory decision-making. 			✓		

Actionable 3: Adopting Inclusive teaching practices					
● Provide teachers opportunity to work in teams, share ideas and reflect on best practices. Evolve shared expectations for teachers to work together to improve learning outcomes of students.			✓		
● Promote improvisation, risk taking to evolve innovative strategies.			✓		
● Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.		✓			
● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.			✓		
Actionable 4 Supporting student learning					
Encourage buddy support or peer learning and child-to-child co-operation.				✓	
● Encourage flexible grouping of students during learning.				✓	
● Identify gaps, plan for early intervention and individualized learning				✓	
● Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.		✓			
● Use positive behaviour and support strategies to address behaviour issues.			✓		

A 8 Insights after assessing the Actionables

DESCRIPTOR	INSIGHTS
Engaging in teachers professional development	The school has invested heavily in teacher empowerment in the last two sessions, however much needs to be done for promoting reflective thinking and metacognitive practices amongst the teachers. Checklists, rubrics and reflective journals need to be created and used to encourage teachers to become self aware of their own practice.
Initiating innovations in the school	The school has put in efforts to embrace the culture of innovation in school in session 2023-2024 by setting up the school innovation cell. Some staff members have completed the CBSE School Innovation Ambassador MOOC. However, collaboration with different school/colleges/universities/organizations locally, nationally and globally need to be strengthened to hone innovation.

Leading the teaching learning process	School has a conducive environment for a meaningful teaching learning process . Teachers collaborate for planning and pedagogical innovation. All policies for providing a psychologically safe environment are in place. However, parental engagement is to be strengthened so as to involve parents actively in the educational journey of a child.
Developing a learning culture	School curriculum focuses on grooming of desirable 21st Century skills with thrust on coding/tinkering/internships etc. Strategies to be devised to encourage students to identify and to deal with real world problems through design thinking projects.
Building a culture of inclusion	School has a policy for inclusive education that is implemented in the true spirit. IEPs are framed for differentiated teaching of special students. Focus needs to be on use of ICT, digital resources and assistive technology to provide meaningful learning experience to children.

A9 Whole School Rubrics

WHOLE SCHOOL RUBRICS					
ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school

		learning styles of students at a year level	can be aligned to the learning needs and goals of individual students.	certain year levels	
Curriculum		Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
Assessment		Students require structured support to develop the	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through	All students are equipped to monitor and manage their learning.

		necessary knowledge and skills to manage and monitor their learning.		structured support.	
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement / future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.
ORGANISATION AL STRUCTURES		Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning.	Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.
		Learning spaces are confined to the classroom and there is limited use of	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganized to create physical and electronic learning environments that support student	All physical and electronic learning environments have been created that complement diverse student learning.

	ICT to support student learning.		learning.	
PERFORMANCE DEVELOPMENT CULTURE	Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.
CULTURE	Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation
COMMUNITY BUILDING & PARTICIPATION	The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.

SECTION – II

PLAN FOR THE ACADEMIC YEAR(2024-2025)

A1) Number of Students on Roll (Class-wise):

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
Number of Sections	13	5	5	5	5	5	5	5	5
Students on Roll	393	229	235	227	229	226	228	225	229

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL (XII ONLY)			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	4	4	4	4	2	2	1	-
Students on Roll	232	188	195	154	67	47	38	-

A2) Staff Detail:

The number of the teachers (Regular, Ad-hoc or Part -Time)

GROUP	REGULAR	CONTRACTUAL	PART- TIME	NUMBER OF TEACHERS	
				TRAINED	UN-TRAINED
Pre School (3 years)	13	4	0	17	
Grades 1 & 2	6	4	0	10	
Preparatory (3 to 5)	15	1	0	16	
Middle (6 to 8)	12	5	0	17	
Secondary (9 & 10)	12	1	0	13	
Secondary (11 & 12)	14	2	0	16	
Supervisory Heads	4	0	0	4	
Special Educator	0	1	0	1	
PETs	3	0	0	3	
Librarian	2	0	0	2	
Music Teachers	2	1	0	3	
Dance Teachers	1	1	0	2	
Yoga Teacher	0	0	1	1	
Counsellor	0	1	0	1	

Others (if any)					
Art	2	1	0	3	
Lab Asstt. / Attn.	2	0	0	2	
Coaches	0	0	8	8	
Drama Tr.	0	0	0	0	
Total	88	22	9	119	

A3) Academic Resources

Infrastructure, Material resources, Digital resources and Intellectual resources.

Name of the Academic Resources Segment –wise

NAME OF RESOURCE/S	NO OF UNITS	SEGMENT PRE-PRIMARY/PRIMARY/SEC/SR. SEC.
a) Montessori Apparatus b) Learning Centers <ul style="list-style-type: none"> ● Language & Communication ● Creative Expression ● Blocks in Maths ● Literacy ● Reading Corner ● Play & Clay Area ● Dramatics ● DIY kits ● Puppet Stage ● Science Corner 	13 Classrooms	PRE PRIMARY

c) Bright & Educative Displays in classrooms & corridors		
Internet enabled networked classrooms with Interactive panels	71	PRE PRIMARY, PRIMARY, MIDDLE , SEC & SR.SEC
LMS	2 (MCB,BBPS CONNECT)	SEC & SR.SEC
Extramarks Modules	54 TEACHER IDS	PRE PRIMARY, PRIMARY
BALA	ENTIRE SCHOOL PREMISES	PRE PRIMARY, PRIMARY, SEC & SR.SEC
Academic Council,Alumni Association,PTA	-	PRE PRIMARY, PRIMARY, SEC & SR.SEC
Ramakrishna Mission	-	PRIMARY, MIDDLE
Library	2	PRIMARY, SEC & SR.SEC
Laboratories	6	PRIMARY, SEC & SR.SEC
Activity Rooms	10	PRIMARY, SEC & SR.SEC
Resource Centre	1	PRIMARY, SEC & SR.SEC
Embibe	1068 STUDENT IDS	MIDDLE,SEC
Tabs	50 Devices	SEC
Math Lab	1	SEC
Atal Tinkering Lab.	1	SEC & SR.SEC
3D Lab.	1	SEC & SR.SEC

B) Curriculum Planning

B1) School Curriculum Committee(Suggested members- HOD's, Subject coordinators,examination incharges,Class coordinators)

NAME OF THE MEMBER	DESIGNATION IN THE COMMITTEE
Ms. Geeta Gangwani	Principal
Ms. Bandhana Sharma	Vice Principal
Ms. Alka Chadha	HeadMistress (Primary)
Ms. Anjana Uboveja	HeadMistress (Pre Primary)

Ms. Sarita Chauhan	Chief Coordinator
Ms. Divya Aggarwal	Incharge Exam Dept
Ms. Shweta M. Dhawan	HOD English
Ms. Pooja Chawla	HOD Maths
Mr. Praveen Kapoor	HOD Science
Mr. Patanjali N Chaturvedi	HOD SST
Ms. Neeru Trikha	HOD Hindi
Ms. Manju Mahra	HOD Sans/French/German
Ms. Kulvinder Kaur	HOD Commerce

B2) Selection of books and study material –

Done by

1. Advisory Council (CES) :

https://docs.google.com/document/d/1c75zDX7XLxTM6VbE539wgbk4_uFeKtWD/edit?usp=sharing&oid=101091102183540854804&rtpof=true&sd=true (LINK OF CENTRALIZED BOOKLIST for classes I-VIII)

2. Library Advisory Committee headed by Principal, VP, HM'S & Subject HOD's

Classes IX-XII book list : <https://bbpsrohini.balbharati.org/list-of-text-books/>

Online reference of Study Material : <https://bbpsrohini.balbharati.org/e-library/>

B3) Detailed syllabus of each class -

MONTH	NUMBER OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOMES	INTERDISCIPLINARY	TEACHING LEARNING STRATEGIES	ASSESSMENT TOOLS	RESOURCES USED
https://drive.google.com/drive/folders/11NF7ukqieGc1OjmVrYUlgDIhgC4wSDqW							

B4) Sample Lesson Plans of each teacher for each subject (should include competencies, specific learning outcomes, interdisciplinary linkages, art integrated learning, infusion of values and life skills, pedagogical strategies, feedback, and performance enhancement plan). Please provide links of all teachers' lesson plan as per the approved format. (Refer to Annexure 1)

Lesson Plans Middle & Sec (VI-XII)2024-25 : https://drive.google.com/drive/folders/1rDkbunOcwVzHi9ZHxvNI7-M_fBhX4qhk

Lesson Plans Primary (I-V)2024-25 : https://drive.google.com/drive/folders/1MED3W3ped9J-eLpeX5nO3xOtEhmO_jKp

B5) Scheme of Studies, Assessment and Parameters of Assessment

(a) Subjects offered at various levels

Grade wise number of subjects(with instructional periods)

Stakeholders → Class↓	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8			
PS	ENG	HINDI	MATHS	EVS							
PP-I	ENG	HINDI	MATHS	EVS							
Class-I	ENG	HINDI	MATHS	EVS	GK						
No. of pds		8	8	8	1						
Class-II	ENG	HINDI	MATHS	EVS	GK						

No. of pds	7	8	8	8	1						
Class-III	ENG	HINDI	MATHS	EVS	GK						
No. of pds	8	7	7	8	1						
Class-IV	ENG	HINDI	MATHS	SCIENCE	SST	GK					
No. of pds	8	6	6	8	6	1					
Class-V	ENG	HINDI	MATHS	SCIENCE	SST	GK					
No. of pds	7	6	6	8	7	1					
Class-VI	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	GERMAN	COMPUTERS		
	6	6	7	6	6	3	3	3	2		
Class-VII	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	GERMAN	COMPUTERS		
	6	6	7	6	6	3	3	3	2		
Class-VIII	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	GERMAN	COMPUTERS		
	6	6	7	6	6	3	3	3	2		
Class-IX	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	GERMAN	AI	IT	
	7	6	7	9	9	6	6	6	2	2	

Class-X	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	GERMAN	AI	IT	
	7	7	7	9	8	7	7	7	2	2	
Class-XI SCIENCE	ENGLISH	CHEMISTRY	PHYSICS	MATHS	COMPUTER SCIENCE	BIOLOGY	PSYCHOLOGY	PHYSICAL EDUCATION	ECONOMICS	GENERAL STUDIES	AI
	6	11	11	9	11	11	9	9	9	1	11
Class-XI COMMERCE	ENGLISH	BUSINESS STUDIES	ECONOMICS	ACCOUNTANCY	MATHS	PHYSICAL EDUCATION	INFORMATION PRACTICES	ENTREPRENEURSHIP	GENERAL STUDIES		
	6	9	9	9	9	9	9	9	1		
Class-XI HUMANITIES	ENGLISH	POLITICAL SCIENCE	HISTORY	MATHS	PAINTING	PSYCHOLOGY	PHYSICAL EDUCATION	INFORMATION PRACTICES	ECONOMICS	GENERAL STUDIES	
	6	9	9	9	9	9	9	9	9	1	
Class-XII SCIENCE	ENGLISH	CHEMISTRY	PHYSICS	MATHS	COMPUTER SCIENCE	BIOLOGY	PSYCHOLOGY	PHYSICAL EDUCATION	ECONOMICS		
	7	11	11	9	11	9	9	9	9		
Class-XII COMMERCE	ENGLISH	BUSINESS STUDIES	ECONOMICS	ACCOUNTANCY	MATHS	PHYSICAL EDUCATION	INFORMATION	ENTREPRENEURSHIP			

							PRACTICES				
	7	9	9	9	9	9	9	9			
Class-XII HUMANITIES	ENGLISH	POLITICAL SCIENCE	HISTORY	MATHS	PAINTING	PSYCHOLOGY	PHYSICAL EDUCATION	INFORMATION PRACTICES	ECONOMICS		
	7	9	9	9	9	9	9	9	9		

(b) Instructional time

Provide the link for timetable for all classes, Teachers' Timetable and the Master Timetable

https://drive.google.com/drive/folders/10hrbiWx7YhCT0ZU0_t0fgphojfNIPNrv

(c) Scheme of Assessment and Parameters of Assessment.

Below is the link for :

1 Examination Policy and Schedule

2 Promotion Policy

3 Blank report format of report Cards of all Classes as per NCF/NEP as and when they are implemented by the Ministry of Education.

https://drive.google.com/drive/folders/1zECDApVbgI1GEBcPD1QOXKUI6yvrYIE?usp=drive_link

C. Student Development Plan

C1) Excellence in Academics (Please mention the best five practices to be adopted to enhance excellence in Academics)

STEPS TO IMPROVE ACADEMIC EXCELLENCE(CAN BE GIVEN DEPARTMENT WISE)

- Effective Syllabus Planning

Syllabus to be planned effectively before the commencement of the session so as to ensure sufficient time for revision and remediation before each assessment. Syllabus should be shared with students and parents at the beginning of the session.

- **Effective Lesson Planning**

The syllabus coverage through effective lesson planning must be ensured. Lesson plans on standard format must be prepared by faculty after thorough discussion and should ensure student centric, interactive and engaging delivery of content to meet the guidelines of competency based education. Teachers must assess the effectiveness of content delivery through exit ticket in form of quick questions/worksheet/mind map/flow chart/bubble diagram/venn diagram or ICT tools like kahoot/padlet/mentimeter, etc

- **Engaging & Interactive Teaching Methodologies**

Teachers must refrain from using the 'Chalk & Talk' methodology and the teacher talk time must be reduced to make space for student interaction. Engaging methodologies/ techniques must be practiced such as

- ❖ Demonstrations
- ❖ Experiential learning / Hands on activities
- ❖ Toy pedagogy
- ❖ Storytelling & puppetry
- ❖ Art integration
- ❖ Sports integration
- ❖ Flipped classroom
- ❖ Project based learning
- ❖ Using BALA
- ❖ Internships & excursions
- ❖ Effective use of interactive panels/Embibe/Extramarks modules/any other software

- **Early identification through data analysis**

Underperformers need to be identified in the beginning of the session based on data analysis of annual assessment of previous sessions and cumulative /anecdotal records. All teachers teaching a particular section must participate in identification of weak students and should figure out possible reasons for poor performance

- **Root Cause analysis & Target Setting**

Once the root cause analysis is done collectively by the faculty, a target must be set for each underperformer. The target must be shared with parents. School Counsellor & Special Educator may be involved for early identification & root cause analysis.

- **Strategies for Remediation**

The remedial strategies need to be differentiated as per the needs of students. Some of the strategies that should be effective are –

- ❖ Individualized Learning mechanism or personalized support to be given as per need
- ❖ Peer tutoring under supervision of teachers
- ❖ Mentor Mental Programme where one mentor teacher is attached to each underperforming child.
- ❖ Facilitating study groups
- ❖ Active parent involvement for practice at home
- ❖ Liaisoning with tutors, if possible
- ❖ Restricting involvement of students in co-curricular activities, if required
- ❖ Tracking the progress of each learner
- ❖ Appreciation/reward for improvement and hard work

- **Effective utilization of substitution periods**

Class wise worksheets may be curated and uploaded on the interactive panel along with answers. The substitution teacher can plan the execution of the worksheet in the substitution period, self or peer checking of the worksheet can be done with display of answers on screen. A record of no. of such worksheets completed by students of the class can be kept in the shared drive to assist the substitution teacher in planning.

- **Assessment and Feedback**

Assessment must be regular and comprehensive. Conducting assessment (Class test) after completion of each chapter is recommended. Assessment must be competency based so as to assess understanding, application, evaluation and synthesis rather than memory and rote learning. Regular constructive feedback on each and every assessment is mandatory. Correct answers with value points and common mistakes must be discussed immediately after the assessment. Marking schemes should be uploaded on websites for senior classes.

- **Collaboration with Experts**

Experts as Resource Persons (RPs) for various topics/subtopics to be invited to enhance the engagement of learners. The RPs can be from Parent Bank, Alumni database, senior teachers from Sahodaya/NPSC/BBPS units or from organizations like DTU, Renowned Universities, DSSTF, etc. Motivational talks and sessions on topics like Time Management, Stress Management, Enhancing Concentration Span, Peer Pressure, Mind Power are helpful in raising the desirable skills amongst students for academic excellence.

- **Ensuring Quality of Assessment & Evaluation**

In addition to strategies normally adopted by school, following actions can be taken to ensure quality of assessment and evaluation -

- ❖ Preparation of multiple sets of question papers for assessment
- ❖ Moderation of Question Paper and marking scheme by HOD as per the syllabus and blueprint.
- ❖ Flying squad to ensure minimal use of unfair means and practices during assessment.

❖ Review of five randomly selected answer sheets of every checker by the HOD. Discussion and necessary action, in case of discrepancy.

- **Teacher empowerment and accountability**

Empowered and responsible teachers are pivotal for a positive teacher learning culture of school. Teacher empowerment to embrace all changes in academics as recommended by NEP 2020, NCP 2022, NCFSE 2023, NIPUN BHARAT, VIDHYA

PRAVESH and CBSE should be the priority. Alongside teacher accountability for holistic development of learners under his/her supervision must be ensured.

- **Parental Involvement**

Parents are partners with schools for the holistic development of learners. Strong and open communication is a must. Response time of school for parent communication must be minimum. Parents should be informed of a child's performance, areas of improvement and the ways in which they can support the child's growth.

SPECIFIC STEPS TO IMPROVE ACADEMIC EXCELLENCE (PRIMARY DEPARTMENT)

Good cognitive development and strong conceptual clarity among learners in primary stage scaffolds academic excellence in middle and senior classes and makes them lifelong learners. In addition to the aforesaid steps for academic excellence, following actions should be taken for the same in Primary Department –

- **Bridging the Learning Gaps**

Children construct new knowledge over their previous knowledge. Reinforcement of conceptual subtopics of previous class must be taken up in the first fortnight of commencement of the new session to handhold young learners of Primary Department.

- **Focus on foundational Literacy and Numeracy**

Some effective strategies are as under-

- ❖ Use of Math kits for hands-on classroom activities
- ❖ Use of stories & real world connect in Math
- ❖ Inculcating reading habits through library activities
- ❖ Upgrading class libraries and its usage
- ❖ Use of low cost TLMs like reading fluency strips, vocabulary wall, work bank, etc.
- ❖ Exhaustive storytelling and toy pedagogy

- **Parent Buddy System**

Pairing of parents in primary classes is helpful for academic excellence especially if a parent from the EWS category is paired with a parent from the General category.

- **Identification & Remediation for CWSN**

CWSN must be identified in the Pre-Primary & Primary Department. Special educators and shadow teachers must support the students with individualized educational plans. Progress of CWSN to be closely monitored.

C2) Performance Enhancement Action Plan

The school organizes remedial classes to address the learning gaps in the basic skills of the learners. The remedial classes are tailored to foster an inclusive educational environment providing opportunities to the learners who struggle coping up with regular classroom teaching.

The process undertaken to identify the students who require remedial classes is based on the following :

- conduct of continuous assessment and evaluation of student performance in examinations
- declaration of progress through progress report or report card
- identification of areas of remediation
- listing of students requiring remediation
- preparation of special time table and subject wise small group formation
- Narrow band teaching

Based on the above way, subject teachers give remedial classes to students in the zero period at least twice every week.

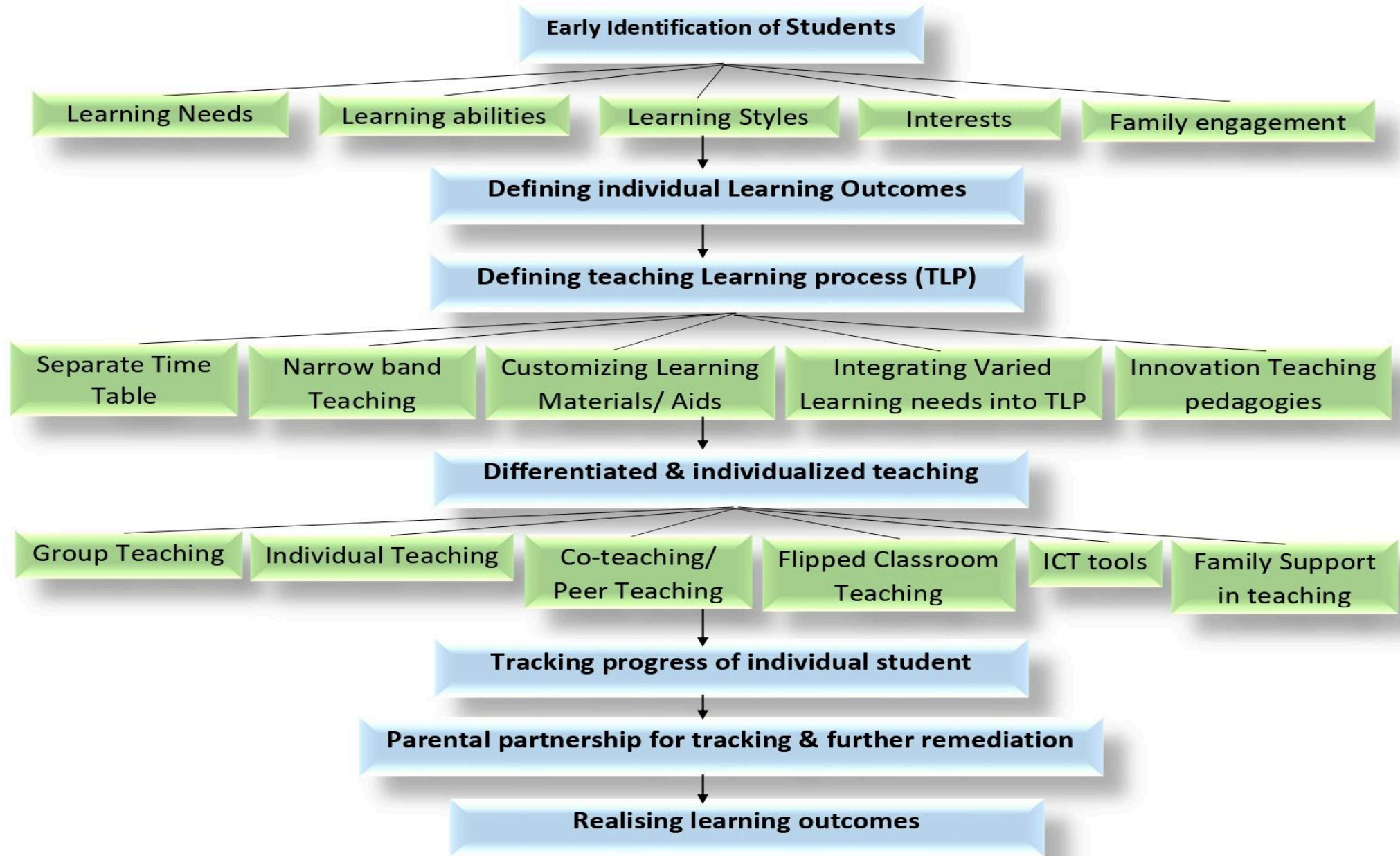
Performance Enhancement is integrated with mainstream curriculum in the following ways:

- ❖ **Bridge programme:** It's a programme that is initiated at the beginning of an academic year to recapitulate and practice general topics or concepts based on the student's previous knowledge. The bridge courses are taken up in the form of fun-filled activities and practice worksheets. These courses / classes aid in

the identification of areas that need more drilling and also students who need specialized assistance in learning.

- ❖ **Regular monitoring of Classroom behavior and notebooks:** Teachers regularly check the students' work done in their notebooks to keep track of their learning and provide constructive feedback for improvement or appreciation of good work. Student's responses form the basis of modifying teaching strategies to make teaching learning modules effective.
- ❖ **Special PTMs:** Special PTMs are conducted to keep the parents of students taking remedial classes in loop of the students' learning journey and they are given complete feedback of the academic Performance of their wards on special days or meetings on a monthly basis. For suggestions and improvement are also given to make the learners learning journey a rewarding experience through a collective effort towards it.
- ❖ **Small group dynamics:** It's made sure that small groups are formed to cater to doubt clearance or concept clarity for a better remedial response.
- ❖ **Peer Buddy:** To promote peer support, a peer buddy is appointed for the socially backward or learning deficit learner to facilitate learning. Students of varied abilities are grouped together and involved in collaborative tasks so that peer learning can foster positive learning situations.
- ❖ **Special plan for CWSN students:** Students with special needs are regularly monitored with the assistance of the special educator. The special educator identifies the areas of remediation with her expertise and prepares a plan to address those needs for instance , dysgraphia etc. Intervention of the special educator adds value to the learning growth of the learners.
- ❖ **Differentiated Worksheets:** Differentiated worksheets are prepared to cater to the learning needs of students requiring remediation.

Performance Enhancement Action Plan



C3) Support for Gifted Students/Students with Special Talents

- Inter School Competitions
- Subject Specific Olympiads
- State, National Level Exams
- Representing School at Global level
- Promoting Entrepreneurial Initiatives

C4) Addressing diversity in class and Inclusive Education:The BBPS, Rohini supports the following principles of inclusive education :

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environment that promotes a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students
- learning is considered from a strength-based perspective
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right and a resource
- All students in the school fully participate in education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account,
- Diversity is understood to include all members of a community
- All students experience success as a key component of learning.

FOLLOWING STEPS ARE ENSURED -

- The school counselor actively participates in the parent/child interaction at the time of the admission process to evaluate if the child has any special education needs.
- Special educator guides the teachers on early identification of children with special needs as per guidelines of the PRASHAST checklist released by Department of School Education and Literacy, MOE.
- Individual education plan (IEP) is formulated and implemented in collaborative teaching and adaptations of the curriculum are done as per the needs of CWSN.
- Learners with mild educational needs are integrated with grade-level classes for academics and co-curricular activities and are pulled out to transact the academic curriculum at their level by the special educator.

- Remediation for students with special needs is provided by clubbing their regular time table with remedial classes, thus ensuring that their needs are catered to without adversely affecting their academics or co-curricular interests.
- The facility of various therapies like , counseling, yoga therapy and special education, along with life skill training is provided as per the need of individual learner.
- Differential instruction in an optimal learning environment, collaboration and use of assistive technologies is promoted.
- Changes in assessment patterns like dilution in question paper, leniency in evaluation, bigger font size (for visually impaired) are done as per need.
- Frequent Parent teacher Meetings and counseling sessions are scheduled for students with special needs.
- Teachers encourage Peer Mentors to help the students with special needs not only in academics but also in learning socially acceptable behavior.
- Students of classes X and XII are provided with concessions/exemptions as prescribed by the CBSE vide circular no. CBSE/COORD/112233/2019 dated 12 April 2019.
- School infrastructure is student friendly with ramps, railings, toilets for CWSN etc.
- Ample opportunities and exposure is given to gifted students to home & showcase their talent at Zonal/District/National/International level.

Below is the link of the School inclusivity policy :



https://docs.google.com/document/d/1GepMqA1PqqppLckIV7whumEwwch2ZRm7/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

C5) Co-Scholastic Activities

- (a) School Activity Calendar - https://drive.google.com/drive/folders/1VPNn5vo6N_fbxAsjPor3HM1uky9eYT5z

C6) Clubs

Class	Name of the Club	Link for the activities planned	Learning Outcomes for each activity planned	No of students enrolled along
Primary	Skill Clubs 1. Green Warriors 2. Lexicon Leaders 3. Book Bears 4. Math-o-wizard 5. Origami Artists 6. Heritage Club 7. Budding Scientists 8. Dietetics & Delicacies 9. Sanskriti aur Sanskar 10. Inclusive Education club	https://docs.google.com/document/d/1kYNqr4ZkE4albrB5MoEinTJLKq3bMyRZv8JCD3frB3Ehttps://docs.google.com/document/d/1ZUxO7O38-4EUcGqPTa4_i6jdD5K7ioxfbH859P-tA8k/edit?usp=sharing https://docs.google.com/document/d/1OEJLtfxRAwfuUa_ZmiwbtEvHiajQeSdT/edit?usp=drive_link&oid=114647625883844735824&rtpof=true&sd=true	As per link shared <ul style="list-style-type: none"> • https://docs.google.com/document/d/1GzDlmcfQYrGZwXmmO-CJZs-toqNAK3Nt/edit?usp=drive_link&oid=114647625883844735824&rtpof=true&sd=true 	Class- IV- all the students Class- V- all the students
Middle & Senior	Astronomy Club	https://docs.google.com/document/d/1akjbSDonYDofdgQlqoJvPx2F3tU3NN8D/edit?usp=sharing&oid=104457824211928935368&rtpof=true&sd=true	https://docs.google.com/document/d/1S6HobiKS1uSxtB8hadkGI-0GQ37XaA3Y/edit?usp=sharing&oid=104457824211928935368&rtpof=true&sd=true	Class V - X

	ATL Club	https://drive.google.com/file/d/1zMVwqDzFumle_--jZW3f3_NEJKcNiLx5/view?usp=sharing	https://drive.google.com/file/d/1zMVwqDzFumle_--jZW3f3_NEJKcNiLx5/view?usp=sharing	Class VI -X
	Chemistry Club	https://drive.google.com/file/d/18DZB5C0CRnqLFWgQiM2iRra3a1a6Llfq/view?usp=drive_link	https://drive.google.com/file/d/18DZB5C0CRnqLFWgQiM2iRra3a1a6Llfq/view?usp=drive_link	Class IX and XI
Middle	Wordsmith Club	https://docs.google.com/document/d/13AU4EO9INTjDZRtALrrgyfdLaALcqdV4/edit?usp=drive_link&oid=105720270650699204664&rtpof=true&sd=true	https://docs.google.com/document/d/14CLWYPzfl2jw_j1WmnZyTwRhKmuaPurD/edit?usp=drive_link&oid=105720270650699204664&rtpof=true&sd=true	Class VI-VIII
Primary & Middle	INCLUSIVE EDUCATION CLUB	 INCLUSIVE EDUCATIO...	 INCLUSIVE EDUCATIO...	CLASS I - VIII
Middle & Senior	 CLUBS			

C7 Building Scientific Temperament (Give links to all the activities taken up under the aegis of School Science Cub, ATL Club, School Innovation Cell etc.) Building a scientific temperament is crucial for fostering a society that values critical thinking, inquiry, and evidence-based reasoning. Scientific temperament instills a curious and analytical mindset in students, encouraging them to question, explore, and understand the world around them. This approach not only enhances their academic abilities but also equips them with essential life skills. Cultivating a scientific temperament promotes a culture of innovation and problem-solving. At BBPS Rohini, students will learn to approach challenges methodically, relying on observation, experimentation, and logical deduction. This will not only prepare them for academic success but also lay the foundation for a workforce capable of addressing complex real-world issues.

Furthermore, the activities will be planned with the aim of developing scientific temperament so as to nurture a sense of curiosity, inspiring a lifelong

love for learning. Students will become more open-minded and adaptable, as they will understand the dynamic nature of scientific knowledge and the need for continuous exploration. ACTIVITIES THAT WILL BE UNDERTAKEN ARE SHARED IN THE LINK PROVIDED-

1. **SCHOOL INNOVATION CELL** : Our School formed School Innovation Cell following the guidelines of MIC and received A Certificate of Establishment from MIC for the same. The activities for the session 2024-25 will be undertaken as per the SIC calendar provided by AICTE, Ministry of Education and CBSE. The staff member and the students will be attending a bootcamp at NIET, Greater Noida, Uttar Pradesh on 9th and 10th April 2024 on the Innovation, design and entrepreneurship being organized by DOESL, MIC, AICTE , NCERT and CBSE. The certificate of establishment of SIC is attached herewith.

<https://docs.google.com/document/d/12kllQokM6YilFlQLZX4ClQ2j-geaDkb2/edit?usp=sharing&oid=102196721582663974789&rtpof=true&sd=true>

2. **ATAL TINKERING LAB** -In ATL Club activities students will gain an insight into the know-how of electrical circuits, use of sensors, Arduino, programming in python, 3 D printing, development of APPs, game designing on Scratch etc.

The students of ATL Club will be participating in mandatory ATL events like:

- ATLCommunity Day
- ATL Marathon
- ATL Tinkerfest
- ATL Tinkerpreneur Bootcamp
- ATL Financial Literacy program.

<https://www.facebook.com/atl.bbpsrohini>

3. **ASTRONOMY CLUB**- ASTRONOMY CLUB

As a part of Astronomy Club, students will take part in the following events-

- Discover an Asteroid Campaign
- All India Asteroid Search Campaign
- Project Paridhi
- Sally Ride Earthkam
- Workshop on Eduodyssey
- National Astrotoon Competition

4. **ROBOTIC & AI CLUB**- In alignment with the futuristic academic and skill needs of humanity, Robotics and AI club will help students seek solutions through innovation. Robotics Club for the session will commence from July 2024 comprising students from classes V to VIII. The students will participate in the events like **International Robotics Challenge (IRC)** and **Roboleague 1.0**

5. SEWA ACTIVITY : Electrical Gadgets

The students of class X will be given an exposure of

- circuit symbols of electric circuit elements
 - simple physics laboratory apparatus,
 - basic know-how of various electrical gadgets
 - the various tools their usage
 - made simple circuits connecting various cells in series and parallel
 - designed fairy lights etc
6. **Quarks Club**- A plethora of science themed activities will be organized which includes Explorika, Mole day celebrations as a part of Chemistry Club ‘Quarks’ wherein the students will take part in a variety of competitions on the given theme.
7. **Explorika**: An Inter school event hosting various Science based events will be organised in the Month of August 2024 both in Online and Offline modes.
8. **SCIENCE CORNERS IN PS & PP**
- Simple scientific tools such as **lenses, beakers, tongs** etc. will be used to encourage the child to explore, experiment, observe and discover simple scientific principles in their surroundings.
 - Models such as the solar **system, human brain** etc. will be used for extended learning activity.
 - For encouraging curiosity and making learning fun, Science week will be organized every year.
9. **SCIENCE KITS IN PRIMARY**

Science Experiment Kits will be used in the Primary department to give Hands on Learning experience and to simplify subject understanding. Science kits will provide opportunities for students to observe and understand scientific principles through simple experiments.

C8) Strengthening of moral and ethical foundation (You may provide links of details of Awakened Citizen Program, Shloka Recitation, Morning Assemblies etc)

- My Tree Program, an initiative by The Satsang Foundation, Character building workshop.
- Students will create PPT to spread awareness regarding the donation drive for maximum participation.
- Donation drives will be conducted to enhance generosity, moral values like humanity, helpfulness and kindness for other human beings.
- Conducting situation based discussion with the students to nurture their moral values.
- Sholka recitation in assembly to know more about culture, traditions and values.
- Celebration of helpers day where students will extend gratitude for the helpers contribution.
- Celebration of unity day to express students' love for the nation.
- Tie up with RK Mission where resource persons will guide students to enhance their moral and cultural values and teachers will be trained for the Awakened Citizen Programme to guide students.
- Students will be helped to develop social skills, self awareness skills, love for other human beings and develop love and care for nature and animals.
- Students will be guided to become responsible and concerned citizens of the nation through various activities and by giving them live examples.

C9) Cultivating entrepreneurship spirit and career awareness (Provide details of all Career Counselling Workshops, Career Fair, Internships opportunities for students of Classes XI & XII, Moulding of Entrepreneurial skills among students)-

[C9-calender-workshops 24-25 - BBPS ROHINI - Google Drive](#)

- Career Counselling Grade X along with individual counselling
- Parent Workshops and orientation for Grade IX and X
- Career counselling Workshops on topics: Humanities, Commerce and Science as Streams for Grade XI and XII
- Study Abroad Workshops for Grade XII
- CAREER FAIR organized for classes IX and X

C10) Wellness Activities (Details of the activities planned for Well-being of students and creating awareness)

CLASS	ACTIVITY	MONTH/WEEK/DATE	LEARNING OUTCOME
<p>https://docs.google.com/document/d/1hjSE1UPSvZjR9fj2YPZWLDKM2pfP55r6/edit?usp=drive_link&oid=110894740054207539046&rtpof=true&sd=true</p> <p>Above is the link for the wellness activities year 2024-25</p>			

C11) International Dimension Activities (for example exchange programs ,video conferencing/ virtual tours etc.)

MONTH/WEEK	ACTIVITY	LEARNING OBJECTIVE	PROPOSED SCHOOLS FOR COLLABORATION
Full Year	Skill Builder Program Initiation by James Prideaux	Strategy Meeting for Skill Building In whole school	UK based organization “The Universal Framework” and BBPS Rohini
At least 1 every Month	Video Conference with National & International Schools under the Programme Generation Global	To equip the students with essential skills to make them future global citizens.	National & International Schools

C12) Community Outreach (Activities planned under the aegis of Interact Club/Rotary club/NGO, CBSE /DOE initiatives)

MONTH/WEEK/DATE	ACTIVITY/PROJECT	NO. OF STUDENTS	CLASS(ES)
	https://docs.google.com/document/d/1bnW7wZ4UGTfXihC_T3QDtgOmK8X6ME3/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true		

C13) Co-curricular / Bal Sabha Activities

NAME OF THE ACTIVITY	LINK FOR THE ACTIVITIES PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED	NO OF STUDENTS PARTICIPATED ALONG WITH CLASSES
PRIMARY -BAL SABHA COMPETITIONS	https://docs.google.com/document/d/1cpxX-55F0f_2Yw-i6QHUM6eAAfnyUNTw/edit?usp=drive_link&oid=104598314568739255177&rtpof=true&sd=true	As per link shared	Classes-1 to 5
VI-XII INTER HOUSE ACTIVITIES	https://docs.google.com/document/d/1TGah_MMBEpyeKCRXUVbzobmpXeuP6xU/edit?usp=drive_link&oid=111865420696476390784&rtpof=true&sd=true	As per link shared	Classes-6 to 12

C14) Sports Activities (as per School Sports calendar)

Sports activities planned throughout the year	Fitness Protocols to be achieved	No of students along with Classes	Website link for the report on sports activities
INTRA SCHOOL ACTIVITIES	Physical Strength, agility, flexibility, coordinative ability and endurance	495 (Approx) : B/G VI-XII	https://docs.google.com/document/d/1UnkkBpAtvVLxZukeF8er4nXswDEDYn_s/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true
INTER SCHOOL ACTIVITIES	Physical Strength, agility, flexibility, coordinative ability, Mental fitness and endurance	350 (Approx) :B/G III-XII	https://docs.google.com/document/d/14XFSu4wv51z1kGVN-vjia2V5V5qdvJ6-/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true
DOE/ZONAL/CBSE EVENTS	Physical Strength, agility, flexibility, coordinative ability, Mental fitness and endurance	435 (Approx)B/G VI-XII	https://docs.google.com/document/d/14XFSu4wv51z1kGVN-vjia2V5V5qdvJ6-/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true
NATIONAL/INTERNATIONAL	Physical Strength, agility, flexibility, coordinative ability, Mental fitness and endurance	25 (Approx) :B/G III-XII	https://docs.google.com/document/d/14XFSu4wv51z1kGVN-vjia2V5V5qdvJ6-/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true

INTER UNIT SPORTS MEET	Physical Strength, agility, flexibility, coordinative ability, Mental fitness(confidence) and endurance	90 (Approx) :B/G V-X	https://docs.google.com/document/d/14XFSu4wv51z1kGVN-vjia2V5V5gdvJ6-/edit?usp=drive_link&oid=102415098039660668413&rtpof=true&sd=true
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C15) Development of skill-based activities

NAME OF THE SKILL BASED ACTIVITIES / SUBJECTS	CLASS	NO OF STUDENTS ENROLLED ALONG WITH CLASSES	LINK OF CURRICULUM PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED
Financial Literacy	CLASSES VI-VIII	686	<p>Students will perform following activities</p> <ul style="list-style-type: none"> ● Preparing display board on Teamwork ● How to write a cheque ● Skit on making people aware of financial fraud 	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Understand the meaning of team and teamwork, Identify the skill requirements of teamwork and understand the benefits of teamwork 2. Describe the importance of banks and their purpose as financial institutions 3. Understand of the role played by RBI and the concept of digital banking 4. Identify the various kinds of banking cards: Debit, Credit and Prepaid
Meal Planning (TERM II)	CLASS VI	227	<p>Students will prepare the following food items without fire working in groups</p>	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Understand the role of food and nutrients in health and wellbeing 2. Explore the various

			<ul style="list-style-type: none"> ● Mumbai bhel puri ● Biscuit train ● Cucumber boat ● Puffed rice balls ● Choco pine 	<p>techniques to enhance the nourishment value in different food items</p> <p>3 .Make healthy and nutritious recipes without using fire</p>
Pottery (TERM II)	CLASS VII	230	<p>Students will perform following activities</p> <ul style="list-style-type: none"> ● Decorating diyas for Diwali ● Matka decoration ● Wall hanging ● Pottery on wheel 	<p>The students will be able to</p> <ol style="list-style-type: none"> 1.Bring forth unique creations that will develop their knowledge of the legacy of both pottery and the local artisans . 2.Enhance their knowledge of Indian heritage and culture 3.Enhance their comprehension and understanding of the entire process of pottery items
Embroidery (TERM II)	CLASS VIII	231	<p>The students will learn following</p> <ul style="list-style-type: none"> ● basic stitches <ol style="list-style-type: none"> (a)- The cross stitch (b)-The Backstitch. (c)-The Whipstitch. (d)-The Slip Stitch. (e)- The Running Stitch <ul style="list-style-type: none"> ● .Elementary skills <ol style="list-style-type: none"> (a)Tucking button/hook (b)loop for hook/eye for button <ul style="list-style-type: none"> ● Matte 	<p>The students will be able to.</p> <ol style="list-style-type: none"> 1.Develop an understanding of vintage patterns of embroideries. 2.Learn to express the traditional and trendy style of stitches. Students will be able to inherit the movement of needle and thread. 3.Understand the thread technique of frame to needle. Students will be able

				to make the design of checks
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D. Teacher Development Plan

D1) Teacher Needs Assessment & Training

TNA ACTIVITY	METHOD		EXECUTED DATE	OUTCOME
Competency Based Assessment	Google forms		All year round	<p>Google forms allows for a streamlined data collection where teachers are able to provide honest feedback on their expectations from a training programme. The questionnaire will be structured to assess specific needs of teachers, covering areas such as content knowledge, pedagogical skills, technology integration, classroom management, and professional development preferences.</p> <p>Based on the initial needs assessment, subsequently specific feedback will be gathered on proposed training programs or interventions. This iterative process ensures a targeted and evolving approach to professional development.</p>

D2) Teacher Training Schedule

Schools must devise their own training schedules after making an assessment of the training needs and shortcomings of teachers while transacting academic and non-academic content.

TEACHER TRAINING TOPIC/ACTIVITY	PROPOSED DATE/WEEK /MONTH	TARGET GROUP	LEARNING OUTCOMES
CBSE CAPACITY BUILDING PROGRAM	AS PER CBSE PROGRAM	ALL	TO UPGRADE AND UPDATE THE TEACHING FACULTY
IT SKILLS	THROUGHOUT THE YEAR	ALL	TO UPGRADE THE IT SKILLS AND ACCLIMATIZE THEM WITH NEW EMERGING TRENDS
EMBIBE	THROUGHOUT THE YEAR	ALL	TO ENSURE EASE OF USE AND TRAIN THEM TO USE ALL FEATURES OF THE SOFTWARE

D3) Classroom Observation Schedule

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Informed Supervisions	Yearly basis	HM'S VP PRINCIPAL	Detailed & Constructive written feedback on Lesson Planning & pedagogical strategies will be given.
Spontaneous Supervisions	Regular basis	HM'S VP PRINCIPAL	Teachers will be seen completing planned syllabus during regular observations. Extracurricular activities will be done
Mentoring and Monitoring	Yearly Basis	Specialists appointed by Child Education Society as per the directives received from CBSE	Insights will be given into methods of delivering classroom lessons effectively.

Teacher Quarterly & Annual Proforma	Per Quarter Yearly Basis	HM'S VP PRINCIPAL	Assignments, assessments & initiatives taken up by teachers in co-curricular activities will be evaluated.
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SECTION – III

Annual Planner for Leading Learning Process

3.1 Monitoring Schedule of Annual Pedagogical Plan

Classes Date/Month	Sections to be Visited	Findings/Feedback
I (July to December 2024)	I A to I E	
II (July to December 2024)	II A to II E	
III (July to December 2024)	III A to III E	
IV (July to December 2024)	IV A to IV E	
V (July to December 2024)	V A to V E	
VI (July to December 2024)	VI A to VI E	
VII (July to December 2024)	VII-A to VII-E	
VIII (July to December 2024)	VIII-A to VIII-E	
IX (July to December 2024)	IX-A to IX-E	
X (July to December 2024)	X -A to X -D	
XI (July to September 2024)	XI-A to XI-D	
XII (July to September 2024)	XII-A to XII-D	

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3.2 Annual Planner for Pedagogical Plan for Leading Learning -

DESCRIPTOR - 3	LEADING THE TEACHING LEARNING PROCESS
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ACTIONABLE – 5 PARENTS ARE ACTIVE PARTNERS IN THE EDUCATIONAL JOURNEY OF THEIR CHILD					
STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
<i>Where are we now?</i>	<i>What do we need to do in the coming year?</i>	<i>How will we achieve what we want to do?</i>	<i>Who is responsible?</i>	<i>What is the timeline?</i>	<i>What will the impact look like?</i>
Parents are currently involved as PTA Executive Body members. The members meet quarterly to discuss and support school endeavors. General Body Parents join major school functions like Winter Carnival, Annual Days, Sports Days etc and attend PTMs,	Parental engagement as active partners in the educational journey of children needs to be strengthened. Parental expertise to be used as an effective human resource to increase effectiveness of Teaching Learning Process	<p>1. Update the parent database through google form and Categorize as per profession</p> <p>-----</p> <p>2. Form small parent groups based on their expertise and willingness to be actively engaged in school activities</p> <p>-----</p> <p>3. Conduct interaction with the individual parent group to get expression of interest as well as ideas for active engagement with school</p> <p>-----</p> <p>4. Involve parents in school activities like acting as resource persons, judges, facilitating and supporting school endeavors in multiple ways.</p> <p>-----</p> <p>5. Organize workshops, seminars & engaging activities for parents</p> <p>-----</p> <p>6. Give Parents a voice by contributing to e-publications and Sagarika</p> <p>-----</p>	<p>Class teachers & Computer faculty</p> <p>-----</p> <p>Middle Level Leadership</p> <p>-----</p> <p>Principal & Middle Level Leadership</p> <p>-----</p> <p>Principal & Middle Level Leadership</p> <p>-----</p> <p>Middle Level Leadership & Counselor</p> <p>-----</p> <p>Middle Level Leadership & Publication committee</p> <p>-----</p>	<p>1 to 15 April 2024</p> <p>-----</p> <p>15 to 30 April 2024</p> <p>-----</p> <p>May 2024</p> <p>-----</p> <p>July 2024 to March 2025</p> <p>-----</p> <p>July 2024 to March 2025</p> <p>-----</p> <p>July 2024 to March 2025</p> <p>-----</p>	Larger number of Parents will be actively engaged with the school. This will improve the working & visibility of school and will strengthen the bond of trust & respect between the school and the parent community.

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DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

ACTIONABLES	STEP – 1	STEP- 2	STEP- 3		STEP – 4	STEP - 5
	Where are we now as 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?
Promoting reflective thinking and meta cognitive thinking practices amongst the teachers	The teachers are engaged in pedagogical innovations like Toy pedagogy, ICT driven pedagogy, Sports & Art Integration, flipped classroom but very few teachers use reflection for improvement of teaching learning process (TLP). Meta cognitive skills of teachers need to be enhanced.	Provide mechanisms and opportunities to staff to become self-aware of their practice.	● Introduce teacher competency checklist with rubrics	VP/HMs/CC	April 2024	The metacognitive skills of at least 30-40% teachers will be honed. These teachers shall be able to use reflective practices to improve their teaching learning methodologies to impact students’ learning outcomes
			● Introduce self- assessment in class observation proforma	VP/HMs/ CC/ Teachers	April 2024	
			● Class observation by faculty members followed by discussion on self, peer & mentor assessment	VP/HMs/CC	April 2024 – March 2025	
			● Introduce writing of weekly Teacher Journal for reflection	VP/HMs/CC	April 2024	
			● Practice micro teaching	VP/HMs/ Teachers	April 2024 – March 2025	
Empower teachers to become agents of change	The school had empowered teachers to take up Action Research through exhaustive training in	Develop Teachers’ Capacity to undertake Action Research	● Identify teachers who will take up Action Research	VP/HMs/CC	April 2024	
			● Finalize themes for Action Research	Principal/VP/ HMs/CC	April 2024	

session 2021-22. As on date, 16 teachers have completed and documented action research.	• Attach mentors with each teacher	VP/HMs/CC	April 2024
	• Action Research to be executed	Teachers	July – Dec 2024
	• Documentation of Action Research	Teachers	Jan- Feb 2025
	• Felicitation Ceremony	VP/HMs/CC	March 2025

Descriptor 3: Leading The teaching learning process

ACTIONABLES	STEP – 1	STEP- 2	STEP- 3		STEP – 4	STEP - 5
	Where are we now as school?	What do we need to do in the coming year?	How will we achieve this? What do we want to do?	Who is responsible?	What is the timeline for implementation	What will the impact look like?
Keeping students at the heart of the learning culture.	Presently Teachers map skills in their pedagogical lesson plans. School has introduced Skill-Based Subjects such as AI, Information technology, and financial literacy. School has adapted to experiential Learning methodology to develop problem solving skills, critical	School needs to develop & implement a structured Skill Development Programme for all classes to develop essential skills with special focus on - *listening *speaking *problem solving *creativity *staying positive *aiming high *leadership	1.Strengthening the partnership with organizations Like Universal Skill Builder for a structured curriculum on building essential skills. ----- 2.One period in a week will be allotted for skill teaching to class/ English teachers of classes I to X. ----- 3.Preparation of skill teaching lesson plans and follow up for the same for evolving it as best	Principal ,Coordinator International Collaborations ----- - Vice Principal, HMs, CC ----- Class Coordinators and Teachers	April 2025 ----- April 2024 to Dec 2025 ----- April 2024 to Dec 2025	Students will demonstrate improved problem-solving abilities, effective communication self-confidence, and a positive attitude, leading to academic success and personal growth.

	thinking, and creativity among students.	*teamwork.	practice. ----- 4. Recognize students' achievements in skill development through certificates and rewarding them through students' portfolios.	----- VP,HMs/CC/Class teachers	----- Jan -Feb 2025	
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DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

ACTIONABLES	STEP – 1	STEP- 2	STEP- 3		STEP – 4	STEP - 5	
	Where are we now as school?	What do we need to do in the coming year?	How will we achieve this? What do we want to do?		Who is responsible	What is the timeline for implementation	What will the impact look like?
Opportunities for student Learning and Innovation	Selected students are involved in innovative activities through AI Club/ Robotic Club / Astronomy Club and Entrepreneurship Club members.	Opportunities for 100% students to participate in real world problems, voice ideas or take initiatives especially in the senior	Teacher training on copyright & Patent filing (ATL Project (s))		ATL Incharge	April – May 2024	100 % students of class IX-XI will hone entrepreneurship skills
			Copyright / Patent filing of at least one student work (ATL Project (s))		ATL Incharge	July – December 2024	

	Some student ideas have been converted to tangible usable products & Apps in previous sessions.	department need to be created, Students' work needs to be recognized through copyrights and patents.	Inviting entrepreneurship ideas from each class/ sec of IX-XI	VP/HMs/CC	April 2024	
			Selection of one idea per class for building up the entrepreneurship idea	VP/HMs/CC	May 2024	
			Seed money to each class for implementation of idea	Principal	July 2024	
			Allocating implementation of idea	student under supervision of class teachers	July– December 2024	
			Submission of I & E account by each class	Class teachers	January 2025	

Teacher Development Plan 2024-2025

Month	Area for CPD	Department
April-May 2024	<ul style="list-style-type: none"> ● Pancha Kosha , Panchadi, curricular goals & competencies ● Embibe LMS ● Extramarks LMS ● IT Tools (Alpha - Canva, Adobe, Chat GPT, Generative AI Tools) ● Credit Framework ● Holistic Report Card 	<ul style="list-style-type: none"> ● Pre Primary & Primary ● Middle/Senior ● Primary ● All Staff Members ● Senior ● All Staff Members
July-September 2024	<ul style="list-style-type: none"> ● Toy Pedagogy (Mentoring & Monitoring) ● Embibe LMS ● Extramarks LMS 	<ul style="list-style-type: none"> ● Primary ● Middle/Senior ● Primary

	<ul style="list-style-type: none"> ● IT Tools (Beta) 	<ul style="list-style-type: none"> ● All Staff Members
October-December 2024	<ul style="list-style-type: none"> ● Emotional-Mental and Physical wellbeing sessions ● Eating Right ● Stress management ● Adaptability Quotient ● IT Tools (Beta continued) 	All Staff Members
January-March 2025	<ul style="list-style-type: none"> ● POSCO ● POSH ● Child Protection ● Disaster Management ● First Aid 	All Staff Members

STUDENT DEVELOPMENT PLAN 24-25

DOMAIN OF DEVELOPMENT	STRATEGIES
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> ● Monitoring their overall rate of growth, fitness, and physiology by trained medical staff ● Regular medical check-ups (dental, hygiene etc) ● Well maintained physical training infrastructure and support staff ● Regular P.T. Periods are allotted in the time table for sports activities. A schedule is maintained for the regular morning exercises where all the children do exercises. ● Full time Physical Education teachers and coaches for various sports like athletics, swimming, volleyball, football, badminton, T.T. , chess, basketball, rope skipping, taekwondo, yoga ● Solan Activity Centre ● Khelo India Fitness Assessments on regular basis
COGNITIVE DEVELOPMENT	<ul style="list-style-type: none"> ● Learning Corners for Pre-school and Pre-Primary ● Use of Innovative Pedagogies ● ICT enabled teaching ● Multiple flexible assessment

	<ul style="list-style-type: none"> ● Structured Remedial Plan ● Participation in open exams and olympiads ● Effective use of Labs and Libraries ● Hands-on with WISETIME MATH KITS and SCIENCE KITS
SKILL DEVELOPMENT	<ul style="list-style-type: none"> ● Student Council activities ● Games and Sports activities ● Shin programme ● CACA Programme ● Life Skill CBSE manual activities ● Club activities ● SKILL BUILDER PROGRAMME ● Inter-class, Intra-class, Inter-house and Inter-school activities
EMOTIONAL DEVELOPMENT	<ul style="list-style-type: none"> ● Regular counseling sessions (in class rooms as well as individual sessions) ● Leadership programmes (YLS, SELF etc) ● Celebration of awareness months (mental health awareness, autism, leprosy etc) ● Regular fun and entertainment picnics, trips and day outings ● Bag-less days
SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> ● Donation drives at school (food, clothes etc) ● Awareness Campaigns organised by students -No Plastic, Say NO to tobacco etc ● Educational field trips, excursions and outings to colleges and universities ● Summer and Winter training programmes/Internships at respectable places
MORAL DEVELOPMENT	<ul style="list-style-type: none"> ● Thematic assemblies ● Celebrations of important days and festivities ● Awakened India Programme ● Regular counseling sessions on morality, ethics, values, discipline, right vs wrong, good touch-bad touch, substance abuse, vandalism etc.