



D. Y. PATIL

**DNYANPUSHPA
VIDYA NIKETAN
CBSE BOARD**

AFFILIATION NO.-1131018
SCHOOL CODE : 30992

ANNUAL PEDAGOGICAL PLAN

YEAR: 2025-2026

AFFL. NO: 1131018 SCHOOL CODE:30992



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ANNUAL PEDAGOGICAL PLAN

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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 (2024-2025) :** Reflections from the past year
Assessment, Insights and way forward

- **Section 2 (2025-2026) :** Plan for the current year
 - (A) School Essentials
 - (B) Curriculum Planning
 - (C) Student Development Plan
 - (D) Teacher Development Plan

- **Section 3(2025-2026) :**Annual Planner for Leading Learning Process

SCHOOL INFORMATION

- i) School Name : Dnyanpushpa Vidya Niketan CBSE Board
Complete Address with Phone number(s) : Sector 4, CBD Belapur, Navi Mumbai 400614
Mobile No's: 8447805444 ; 9967969486
- ii) Email ID : dpvn.cbse@dypatil.edu
- iii) Website link : <https://www.dpvncbse.com/>
- iv) Name of the Principal/ HOS : Mrs. Ashu Rana
a) Contact No. : +91 9004985342
b) Email ID : dpvn.cbse@dypatil.edu
- vi) School Details:
Year of Affiliation : Upto 31.3.2028
Affiliation No. : 1131018
School Code : 30992
- 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 (2025-26)

Vision, Mission, Values, Focus & Approach

Vision : We envision them to become secure, balanced and adaptable young leaders who have the confidence of defining themselves in a manner that makes a mark for them, the country and the world at large. We will groom each child with skills, values and dreams, and kindle a passion that will help them to grow and prosper.

Mission :

- ❖ At D Y Patil, our mission is to empower – be the parent, a child, our teachers or the society at large.
- ❖ Our approach to learning focuses on each and every multi-faceted child, developing skills and attitudes that make him a decision maker, problem solver and allow him to match pace with the best in the world.
- ❖ Our belief in our curriculum that caters to every child’s learning needs, allows us to provide ample experiences in their formative years for a child to gain expertise and knowledge and also be “future- ready”.
- ❖ Our ever evolving innovation with the teaching-learning process and constant inspiration makes a child to aspire, nurture, be curious, enthusiastic and become aware citizens who take their place in society and the world armed with knowledge and humility.

MISSION	ACTION PLAN
<p data-bbox="185 368 421 459"><u>State of the Art</u> <u>Infrastructure</u></p> <p data-bbox="185 512 555 767">To provide state of the art and infrastructure for experiential learning activities including games & sports</p>	<p data-bbox="651 368 1122 400"><u>Following works to be taken up –</u></p> <ul data-bbox="613 469 1375 810" style="list-style-type: none"><li data-bbox="613 469 1375 501">❖ Upgradation of the art classrooms & activity areas.<li data-bbox="613 624 1070 655">❖ Upgradation Basketball court<li data-bbox="613 778 1330 810">❖ Creating multipurpose activity room for Grade 1

Focus on Academic Excellence

To deliver a high quality education that prioritizes academic rigor, equipping students with knowledge and competencies necessary to succeed in a dynamic world.

- ❖ Regular faculty meetings to discuss changes in curriculum as per CBSE/State guidelines.
- ❖ Clear and consistent communication with parents on curriculum design & expectations (Orientations & circulars)
- ❖ Differentiated instruction methods to cater to students of multiple intelligences.
- ❖ Detailed result analysis (class wise, section wise & subject wise) specially for classes III, V, VIII and IX – XII.
- ❖ Maintaining anecdotal records of students through collective inputs of all subject teachers.
- ❖ Early identification of students needing support.
- ❖ Well-designed remediation programme with impact analysis after I term. Ø Constructive parental engagement for academic excellence
- ❖ Design mechanism to collect students' feedback on teaching learning process and use it for improvement.
- ❖ Focus on uplifting academic excellence in Mathematics for all grades.

Trust on
Employability Skills

To embed skill-based education, entrepreneurship and vocational training into the curriculum, equipping students with practical knowledge and the requisite skills.

- ❖ ED-TALKS (Expert) talks on new opportunities and career guidance meets IX – XII.
- ❖ CBSE Skill modules/Courses for classes VI-VIII ensuring that each child is proficient in three basic skills before promotion to secondary department.
- ❖ Assessment & review of skill courses annually
- ❖ DPVN Sharks entrepreneurship project for class IX with 100% participation of students.
- ❖ Strengthening activities of Entrepreneurship Cell.
- ❖ Enhanced engagement with universities/institutes/companies for internships.

Staff Empowerment & Engagement

To empower, staff members to be caring teachers, competent educators and collaborative professional leaders.

- ❖ Ascertain the needs for professional development through collaborative practices.
- ❖ Engage in a dialogue with individual teachers to identify individual needs and the way forward.
- ❖ Strengthen subject-wise committees for feedback on current knowledge and skills of teachers and identify specific needs of the faculty.
- ❖ Create opportunities for continuous and comprehensive professional learning.
- ❖ Promote reflective thinking and meta-cognitive thinking practices among teachers.
- ❖ Create mechanisms such as proformas checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.
- ❖ Challenge teachers to continually examine the extent to which their practices support and student learning.
- ❖ Empower teachers to become agents of change.

Constructive Parental Engagement

To engage parents as active & informed partners in the educational journey of their child.

- ❖ Design innovative ways to engage parents in their child's learning journey.

- ❖ Enhance engagement of parents to collaborate and participate in various school activities.

- ❖ Hold frequent workshops and seminars on parenting and other relevant topics.

- ❖ Invite parents to address students on their chosen careers or areas of expertise.

- ❖ Create parent Ambassadors/Groups that work with the school authorities on improving and strengthening school systems.

- ❖ Devise mechanism to collect parents' feedback & use the same as feed forward.

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
- 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 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

Annual Goals	<ul style="list-style-type: none">● Implementation of NEP 2020 & NCF 2022 (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● Focusing on Teacher Empowerment to groom teachers as agents of change● Strengthening Community Connect and enhance Parental Engagement● Developing an inclusive & equitable culture
Strategies	<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 Imbibe & Extra marks 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

Long Term Goals	<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 ● Polarize Bhartiya games ● Focus on greater participation of girls in games & sports ● Active and positive engagement of school Alumni
Strategies	<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
Mrs. Ashu Rana	Principal	Initiating, Planning, Guiding & Monitoring
Ms. Hema Arora	Vice Principal	Initiating, Planning & Guiding
Ms. Vidya Chavan	Headmistress(Pr)	Planning & Guiding
Ms. Parminder Gill	Headmistress(Pre Pr)	Planning & Guiding
Ms Surekha More	Chief Coordinator	Guiding & Execution
Ms Betsy Ouseph	HOD Comp Sc.	Guiding & Execution
All Subjects	HOD's	Planning, Guiding & Execution

PPC Meetings to Develop APP (JANUARY TO MARCH 2025)

DATE	STAKEHOLDERS CONSULTED	REMARKS
January 2025	<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 2025	<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 2025	<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

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 	<ul style="list-style-type: none"> ● Monitor the execution of pedagogical plans as per guidelines
	<ul style="list-style-type: none"> ● 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"> ● 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 	<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

		<ul style="list-style-type: none"> • Parents are members of Safety & Security Committee 	
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
STUDENTS	<ul style="list-style-type: none"> • School website, • Class whatsapp groups • Official facebook/instagram/ twitter page • School email, • School calendar • School almanac 	<ul style="list-style-type: none"> • Classroom Helpers • Art & Craft Activities • Storytelling & Puppet shows • School Events • Clubs & Societies • Student Council • Volunteer Work • Sports & Games • cultural Events 	<ul style="list-style-type: none"> • Regular Classroom Interaction • School assemblies • Teacher Talk • Events & special days of celebration • Intra class & Inter House activities • Modules/videos on Interactive Panel • Class room discussions

	<ul style="list-style-type: none"> • Phone calls • SMS • Personal letters • PTMs. 	<ul style="list-style-type: none"> • Student Ambassadors • School Magazine • Science Fairs & Exhibitions • Environmental Initiatives 	<ul style="list-style-type: none"> • Sports activities
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 INNOVATI ON 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 (2024-25)
AS PER SCHOOL RECORDS

A1 Number of Students on Roll (Class-wise) 2024-25:

CLASS		I	II	III	IV	V	VI	VII	VIII
Number of Sections		4	4	4	3	4	3	2	1

Students on Roll		151	150	136	113	142	99	75	48
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CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL		
					SCIENCE	COMMERCE	HUMANITIES
Number of Sections	1	2	4	4			
Students on Roll	45	60	135	137			

A2 School Academic Performance:

Pass Percentage during the last Academic Session(2024-25):

CLAS S	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE
I	151	151	100
II	150	150	100
III	136	136	100
IV	113	113	100
V	142	142	100
VI	99	99	100
VII	75	75	100
VIII	48	48	100
IX	45	209	100
X	30	30	100
XI	135	130	96.29
XII	137	135	98.54

A3 Board Examination at a Glance 2024-2025

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 90% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 80% TO 90%	SPECIAL REMARKS (IF ANY)
X	60	60	100	15	20	All passed
XII	137	135	98.71	36	51	2 students appeared for compartment.

A4 Student Placement Detail : 2024-2025

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

COURSE/COMPETITION	NUMBER OF STUDENTS SELECTED	SPECIAL REMARKS (IF ANY)
Engineering	27	
Medical	5	
Law	2	
IVY League Colleges	-	
NIFT	-	
DU	22	
Ambedkar Univ.	2	
Others(ICAI,Indian Maritime University,etc.)	-	

A5 Major School Achievements including Academic, Co-scholastic, Sports, International / National recognitions for the school as well as individuals (Please add documents for the below subheads under this link(folder)

1. Academic Achievements (UNIT SPECIFIC) :

2. Sports Achievements (UNIT SPECIFIC) : https://www.instagram.com/p/DM7jcrHMq_z/?igsh=bmcwMmZza3JhaHc2

3. School Accolades (UNIT SPECIFIC) : <https://www.instagram.com/p/DMK52JSMB2p/?igsh=cmFhMW5panZnZWd4>

4. Co-Scholastic Achievements (UNIT SPECIFIC) :

<https://drive.google.com/drive/folders/1AuW4xnTfabVqSXXItzOvkJccPnJn8mSi?usp=sharing>

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

ALL DEPARTMENTS	LINK : https://drive.google.com/drive/folders/1AuW4xnTfabVqSXXItzOvkJccPnJn8mSi?usp=sharing
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A7 ASSESSMENT, INSIGHTS AND WAY FORWARD (2024-25)

(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: Never practiced

- 1 Almost never practiced
- 2 Occasionally / sometimes practiced
- 3 Frequently practiced
- 4 Practice is fully embedded

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

<u>Actionable 1:</u> Ascertain the needs for professional development through collaborative practises.	1	2	3	4	5
<u>SUB POINTS</u> <ul style="list-style-type: none"> ● 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). 				✓	
<ul style="list-style-type: none"> ● Use these co-constructed mechanisms on a regular basis. 			✓		
<ul style="list-style-type: none"> ● Engage in a dialogue with individual teachers to identify individual needs and the way forward. 				✓	
<ul style="list-style-type: none"> ● Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs. 			✓		
<ul style="list-style-type: none"> ● Establish SMART targets for teachers. 			✓		
<u>Actionable 2:</u> Creating opportunities for continuous and comprehensive professional learning.					
<ul style="list-style-type: none"> ● Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible. 				✓	
<ul style="list-style-type: none"> ● 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.			✓		

<u>Actionable 3:</u>					
Promoting reflective thinking and meta cognitive thinking practices amongst the teachers					
• Pa Develop 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.			✓		
<u>Actionable 4:</u>				✓	
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

<u>Actionable 1:</u>	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.				✓	

<u>Actionable 2 :</u> Expand the perspectives of teachers to implement innovative pedagogies					
<ul style="list-style-type: none"> Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies. 			✓		

<ul style="list-style-type: none"> Develop professional learning communities for sharing ideas, best practices and innovation. 			✓		
<ul style="list-style-type: none"> Encourage and support teachers to try out new ideas. 			✓		
<ul style="list-style-type: none"> Encourage collaboration and set aside time for planning. 			✓		
<ul style="list-style-type: none"> Lead discussions on alternative practices and their relative merits. 		✓			
<ul style="list-style-type: none"> Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences. 		✓			
<ul style="list-style-type: none"> Explore technology platforms, tools, gamifications, and applications for enhancing instructional practices such as blended and flipped learning. 			✓		
<u>Actionable 3:</u> Opportunities for student learning and innovation.					
<ul style="list-style-type: none"> Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries. 			✓		
<ul style="list-style-type: none"> Encourage inquiry-based learning by building critical thinking and problem-solving approach. 			✓		
<ul style="list-style-type: none"> Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations. 			✓		
<ul style="list-style-type: none"> 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.				✓	

<ul style="list-style-type: none"> • Support teachers to undertake innovative and research based pedagogical practices • to improve student learning. 			✓		
<ul style="list-style-type: none"> • Encourage students to reflect on their learning, areas of strength and development. 		✓			
<ul style="list-style-type: none"> • Create a culture that helps students to learn with joy and not fear. 				✓	
<ul style="list-style-type: none"> • Provide adequate resources for students to learn. 				✓	
<ul style="list-style-type: none"> • Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills. 				✓	
<ul style="list-style-type: none"> • Promote learning experiences outside the classroom through experiential learning. 				✓	
<p><u>Actionable 3:</u></p> <p>Encourage teachers to become reflective practitioners</p>					
<ul style="list-style-type: none"> • Guide teachers on how to achieve their SMART goals. 			✓		
<ul style="list-style-type: none"> • Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback. 			✓		
<ul style="list-style-type: none"> • Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible 		✓			
<ul style="list-style-type: none"> • Demonstrate to teachers what outstanding practice looks like by co-teaching with them. 		✓			
<ul style="list-style-type: none"> • 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.				✓	

<u>Actionable 2:</u>					
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.		✓			
<u>Actionable 3:</u>					
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.			✓		

<ul style="list-style-type: none"> • Develop students' ability to reflect on their strengths and areas of development across subjects. 			✓		
<ul style="list-style-type: none"> • Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences. 				✓	
<ul style="list-style-type: none"> • Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum. 			✓		
<u>Actionable 4:</u> Encouraging teachers to deepen learning.					
<ul style="list-style-type: none"> • Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning. 				✓	
<ul style="list-style-type: none"> • Support and build a climate for adopting innovative instructional strategies for effective learning. 			✓		

<ul style="list-style-type: none"> • 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. 			✓		

<u>Actionable 5:</u> 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. 			✓			

• Engage parents to collaborate and participate in various school activities.			✓			
• Hold workshops and seminars on parenting and other relevant topics.		✓				
• Invite parents to address students on their chosen careers or areas of expertise.		✓				
• Create Parent Groups that work with the school principal on improving and strengthening school systems.		✓				

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

<u>Actionable 1:</u> Creating an environment of acceptance	1	2	3	4	5
• Establish shared beliefs of respect and care.			✓		
• Celebrate differences as natural human diversity and treat them as an opportunity to learn.			✓		
• Promote social interactions among students and with teachers.			✓		
• Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community.			✓		
• Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.			✓		
<u>Actionable 2:</u> Formulating inclusive policies and structures					
• Build knowledge and skills to teach a diverse group of learners through continuous professional development.			✓		
• Optimum utilization of material and human resources.			✓		
• Enhance engagement and value the achievement of all learners.			✓		
• 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. 			✓		
<u>Actionable 3:</u> Adopting Inclusive teaching practices					
<ul style="list-style-type: none"> 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. 			✓		
<ul style="list-style-type: none"> Promote improvisation, risk taking to evolve innovative strategies. 			✓		
<ul style="list-style-type: none"> Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum. 		✓			
<ul style="list-style-type: none"> Monitor, track and support children who are at risk of exclusion, marginalization or underachievement. 			✓		
<u>Actionable 4</u> Supporting student learning					
Encourage buddy support or peer learning and child-to-child co-operation.				✓	
<ul style="list-style-type: none"> Encourage flexible grouping of students during learning. 				✓	
<ul style="list-style-type: none"> Identify gaps, plan for early intervention and individualized learning 				✓	
<ul style="list-style-type: none"> Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. 		✓			
<ul style="list-style-type: none"> 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.
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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	Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the	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 learning styles of students at a year level	teaching and learning. Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	centre of the learning process. Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	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. Evidence-based valid and consistent judgments are made through moderation.

ORGANISATIONAL STRUCTURES	<p>Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.</p>	<p>Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning.</p>	<p>Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students.</p>	<p>Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.</p>
	<p>Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.</p>	<p>A needs analysis informs future developments of physical and electronic learning environments.</p>	<p>Some spaces have been reorganized to create physical and electronic learning environments that support student learning</p>	<p>All physical and electronic learning environments have been created that complement diverse student learning.</p>

<p>PERFORMANCE DEVELOPMENT CULTURE</p>	<p>Professional learning is fragmented and usually short term.</p>	<p>Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.</p>	<p>Teams of teachers plan for learning opportunities that will meet their needs as a group.</p>	<p>Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.</p>
<p>CULTURE</p>	<p>Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.</p>	<p>School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.</p>	<p>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.</p>	<p>The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation</p>
<p>COMMUNITY BUILDING & PARTICIPATION</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

SECTION – II

PLAN FOR THE ACADEMIC YEAR (2025-2026)

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

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
Number of Sections		4	4	4	4	4	4	3	2
Students on Roll		136	161	163	152	123	153	111	82

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL (XII ONLY)			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	2	2	4	4				
Students on Roll	63	52	291	220				

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
Grades 1 & 2	21	6		27	
Preparatory (3 to 5)					
Middle (6 to 8)	18	7		25	
Secondary (9 & 10)					
Secondary (11 & 12)	7	5		12	
Supervisory Heads	3			3	
Special Educator		1		1	
PETs	3			3	
Librarian	1			1	
Music Teachers	2			2	
Dance Teachers	1			1	
Yoga Teacher	1			1	

Counsellor	0	2		2	
Others (if any)	0	0		0	
Art	2	1		3	
Lab Asstt. / Attn.	2	0		2	
Coaches	0	9		9	
Drama Tr.	0	0		0	
Total	61	31		92	

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	5 Classrooms	PRE PRIMARY, PRIMARY

<ul style="list-style-type: none"> • Science Corner <p>c) Bright & Educative Displays in classrooms & corridors</p>		
Internet enabled networked classrooms with Interactive panels	50	PRE PRIMARY, PRIMARY, MIDDLE , SEC & SR.SEC
LMS	2 (DPVN, DYPU CONNECT)	SEC & SR.SEC
MICM LMS	TEACHER IDs for all teaching staff PP to XII	PRE PRIMARY, PRIMARY
DPVN	ENTIRE SCHOOL PREMISES	PRE PRIMARY, PRIMARY, SEC & SR.SEC
Academic Council,Alumni Association,PTA	-	PRE PRIMARY, PRIMARY, SEC & SR.SEC
Library	1	PRIMARY, SEC & SR.SEC
Laboratories	9	PRIMARY, SEC & SR.SEC
Activity Rooms	2	PRIMARY, SEC & SR.SEC
Resource Centre	1	PRIMARY, SEC & SR.SEC
Math Lab	1	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. Ashu Rana	Principal
Ms. Hema Arora	Vice Principal
Ms. Vidya Chavan	HeadMistress (Primary)
Ms. Parminder Gill	HeadMistress (Pre Primary)
Ms. Surekha More	Chief Coordinator

Ms. Nisha Joseph	Incharge Exam Dept
Ms. Rajani N	HOD English
Ms. Tejal Parmar	HOD Maths
Mr. Pallavi Kurehkar	HOD Science
Mr. Sanchita Jadhav	HOD SST
Ms. Sarita Gupta	HOD Hindi
Ms. Ashrafi Khan	HOD Sans/French/German
Ms. Sindhu Koneti	HOD Commerce

B2) Selection of books and study material –

Done by

1. Advisory Council (CES)
2. Library Advisory Committee headed by Principal, VP, HM'S & Subject HOD's

Classwise (PS-XII) book list :

[https://drive.google.com/drive/folders/152mEL6vkUAPshhEgSZf-IBBMep_HcRTW?usp=drive link](https://drive.google.com/drive/folders/152mEL6vkUAPshhEgSZf-IBBMep_HcRTW?usp=drive_link)

B3) Detailed syllabus of each class -

MONTH	NUMBER OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOMES		INTERDISCIPLINARY	TEACHING LEARNING STRATEGIES	ASSESSMENT TOOLS	RESOURCES USED
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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 Primary (I-V) 2025-26 :

[https://drive.google.com/drive/folders/1zISnaAp9YFycYI3tG2HsGr5M1zdUd4QJ?usp=drive link](https://drive.google.com/drive/folders/1zISnaAp9YFycYI3tG2HsGr5M1zdUd4QJ?usp=drive_link)

Lesson Plans Middle (VI-VIII) 2025-26 :

https://drive.google.com/drive/folders/1zISnaAp9YFycYI3tG2HsGr5M1zdUd4QJ?usp=drive_link

Lesson Plans Middle & Sec (IX-XII) 2025-26 :

https://drive.google.com/drive/folders/1zISnaAp9YFycYI3tG2HsGr5M1zdUd4QJ?usp=drive_link

B5) Scheme of Studies, Assessment and Parameters of Assessment

(a) Subjects offered at various levels

Grade wise number of subjects(with instructional periods)

Stakeholder s → Class↓	Subje ct-1	Subjec t- 2	Subjec t- 3	Subject-4	Subject-5	Subject-6	Subject -7	Subje ct- 8			
PS	ENG	HINDI	MATHS	EVS							
PP-I	ENG	HINDI	MATHS	EVS							
Class-I	ENG	HINDI	MATHS	EVS	GK	VALUE EDUCATION	COMP UTERS				

Class-VI	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	ROBOTICS	COMPUTERS		
	6	6	7	6	6	3	3	3	2		
Class-VII	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT	FRENCH	ROBOTICS	COMPUTERS		
	6	6	7	6	6	3	3	3	2		
Class-VIII	ENGLISH	MARATHI	MATHS	SCIENCE	SOCIAL SCIENCE	SANSKRIT/HINDI	ROBOTICS	ROBOTICS	COMPUTERS		
	6	6	7	6	6	3	3	3	2		

Class-IX	ENGLISH	HINDI/MARATHI/SANSKRIT	MATHS	SCIENCE	SOCIAL SCIENCE	WE	DANCE	HPE	AI	IT	
	7	6	7	9	9	6	6	6	1	1	
Class-X	ENGLISH	HINDI/MARATHI/SANSKRIT	MATHS	SCIENCE	SOCIAL SCIENCE	WE	DANCE	HPE	AI	IT	
	7	7	7	9	8	7	7	7	1	1	
Class-XI SCIENCE	ENGLISH	CHEMISTRY	PHYSICS	MATHS	COMPUTER SCIENCE	BIOLOGY	HPE	PHYSICAL EDUCATION	WE	GENERAL STUDIES	
	6	11	11	9	11	11	2	9	2	1	
Class-XI COMMERCE	ENGLISH	BUSINESS STUDIES	ECONOMICS	ACCOUNTANCY	APPLIED MATHS	PHYSICAL EDUCATION	COMPUTER SCIENCE	HPE	GENERAL STUDIES		
	6	9	9	9	9	9	9	2	1		

Class-XI HUMANITIES	ENGLISH	POLITICAL SCIENCE	HISTORY		HPE	PSYCHOLOGY	PHYSICAL EDUCATION	WE	ECONOMICS	GENERAL STUDIES	
	6	9	9		9	9	9	2	9	1	
Class-XII SCIENCE	ENGLISH	CHEMISTRY	PHYSICS	MATHS	COMPUTER SCIENCE	BIOLOGY	HPE	PHYSICAL EDUCATION	WE		
	7	11	11	9	11	9	2	9	2		
Class-XII COMMERCE	ENGLISH	BUSINESS STUDIES	ECONOMICS	ACCOUNTANCY	APPLIED MATHS	PHYSICAL EDUCATION	COMPUTER SCIENCE	HPE			
	7	9	9	9	9	9	9	2			
Class-XII HUMANITIES	ENGLISH	POLITICAL SCIENCE	HISTORY		HPE	PSYCHOLOGY	PHYSICAL EDUCATION	WE	ECONOMICS		
	7	9	9	9	2	9	9	2	9		

(b) Instructional time

PRIMARY,MIDDLE,SECONDARY & SR SECONDARY

(c) Scheme of Assessment and Parameters of Assessment.

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 POLICIES, DATE SHEETS, SAMPLE REPORT CARDS

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(MIDDLE & SENIOR DEPT

- **Effective Syllabus Planning**

Syllabus 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 is ensured and reflected weekly. Lesson plans on standard format are prepared by faculty after thorough discussion and student centric, interactive and engaging delivery of content is ensured to meet the guidelines of competency based education. Teachers 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 refrain from using the 'Chalk & Talk' methodology and the teacher talk time is reduced to make space for student interaction. Engaging methodologies/ techniques are practiced such as

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

- **Early identification through data analysis**

Underperformers are 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 participate in identification of weak students and 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 is set for each underperformer. The target is shared with parents. School Counsellor & Special Educator are involved for early identification & root cause analysis.

- **Strategies for Remediation**

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

- ❖ Individualized Learning mechanism or personalized support given as per need
- ❖ Peer tutoring under supervision of teachers
- ❖ Mentor Mentor 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 are curated and uploaded on the interactive panel along with answers. The substitution teacher plans the execution of the worksheet in the substitution period, self or peer checking of the worksheet is done with display of answers on screen. A record of no. of such worksheets is kept in the shared drive to assist the substitution teacher in planning.

- **Assessment and Feedback**

Assessment is 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 invited to enhance the engagement of learners. The RPs can be from Parent Bank, Alumni database, senior teachers from Sahodaya/NPSC/DPVN 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.

SPECIFIC STEPS TO IMPROVE ACADEMIC EXCELLENCE (PRE PRIMARY DEPARTMENT)

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

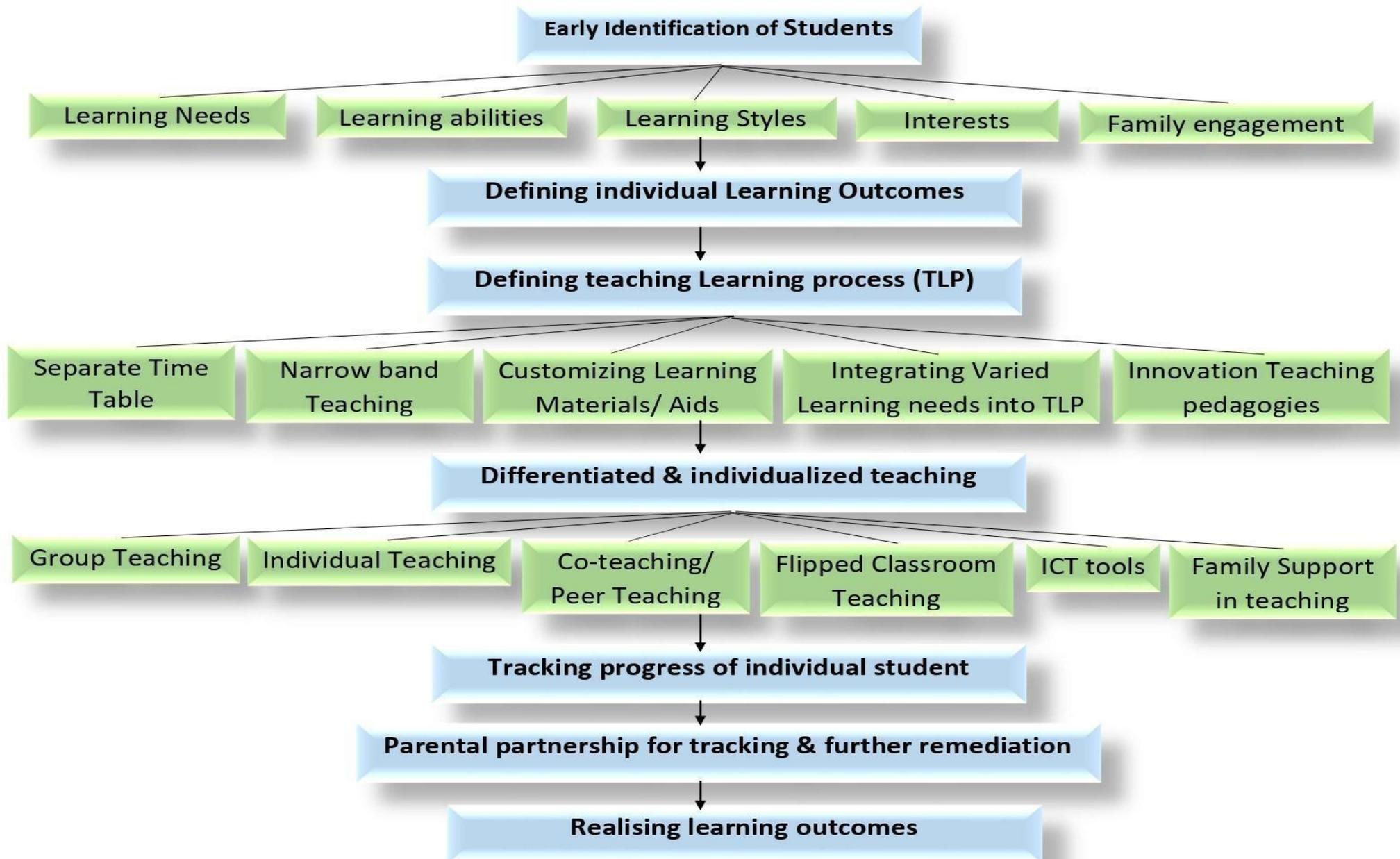
Based on the above way, subject teachers give remedial classes to students in the zero period at least twice every week.

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



- Promoting Entrepreneurial Initiatives

C4) Addressing diversity in class and Inclusive Education:Addressing Diversity in Class and Inclusive Education The DPVN, Rohini upholds the following principles of inclusive education:

- Education for all is upheld as a fundamental human right.
- Education is strengthened by creating an affirmative, responsive environment that nurtures a sense of belonging, safety, self-worth, and holistic growth for every student.
- Every educator is responsible for the education of all students.
- Learning is viewed from a strength-based perspective.
- Diversity in learning is valued as a rich resource for building inclusive communities.
- All learners belong and have equal opportunities to participate and engage in quality learning.
- Every learner's full potential is developed by building on their prior knowledge and experiences.
- Assessment provides every learner with varied opportunities to demonstrate what they know and can do, and their achievements are acknowledged and celebrated.
- Multilingualism is recognized as a reality, a right, and a resource.
- All students fully participate in school life and are empowered to exercise their rights and fulfil their responsibilities as citizens.
- All students in the school community have a voice and are heard so that their ideas and inputs are respected.
- Diversity is understood to include every member of the school community.
- Experiencing success is an essential part of every student's learning journey.

Following Steps Are Ensured

- The school counselor actively engages with parents and students during the admission process to identify any special education needs.
- The special educator guides teachers on early identification of children with special needs, following the PRASHAST checklist issued by the Department of School Education and Literacy, MoE.
- Individual Education Plans (IEPs) are developed and implemented through collaborative teaching, with curriculum adaptations based on each CWSN's needs.
 - Learners with mild special educational needs are integrated with their grade-level peers for academics and co-curricular activities, with focused pull-out sessions by the special educator as needed.
 - Remediation for students with special needs is integrated into their regular timetable alongside remedial classes, ensuring their support needs are met without affecting their academic or co-curricular participation.
- Facilities such as counselling, yoga therapy, special education support, and life skills training are provided according to each learner's requirements.
- Teachers adopt differentiated instruction, collaborative strategies, and assistive technologies to create an optimal learning environment.
- Adjustments to assessment include modifications in question papers, leniency in evaluation, or larger font sizes for visually impaired students, as needed.
- Frequent Parent-Teacher Meetings and counselling sessions are held to support students with special needs and keep parents informed and involved.

- Teachers promote peer mentoring, encouraging students to help peers with special needs both academically and in developing socially appropriate behaviours.
- Students of classes X and XII are granted concessions or exemptions as per CBSE guidelines (Circular No. CBSE/COORD/112233/2019 dated 12 April 2019).
- The school's infrastructure is inclusive and accessible, with ramps, railings, and toilets for CWSN.
- Ample opportunities and exposure are provided to special and gifted students to hone and showcase their talents at Zonal, District, National, and International levels.
 - An **Inclusive Education Club** is run to ensure that every child participates together, promoting sensitization, inclusion, and equal respect among students. This club builds awareness, motivation, confidence, and empathy in all students so that they learn to support and value each other equally.

C5) Co-Scholastic Activities

(a) https://dpvncbse.com/images/Master_Academic_planner.pdf

C6) Clubs <https://dpvncbse.com/public-speaking.php>

PRIMARY DEPT :

Name of the Club	Objective of the Club	List of Activities planned in Brief	Activity Reports with Learning Outcomes for each activity (Paste Links)	Classes, No of students enrolled along
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1. ECO CLUB	To promote environmental awareness and encourage sustainable practices		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class IV- 45
2. LIT CLUB	To enrich vocabulary and enhance language skills		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class IV- 45
3. READERS CLUB	To enhance language skills and inculcate the joy of reading		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class V- 46

4. MATH E MAGIC CLUB	To develop logical thinking and problem solving abilities		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class IV- 46
5. Artistic club	To encourage creativity and artistic talent		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class IV- 45
6. Budding Scientists	To cultivate curiosity, critical thinking, and scientific temper		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	

7. Sanskriti aur Sanskar	To instill moral and spiritual values		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class IV- 45 Class V- 4 6
8. Inclusive Education club	To promote inclusion, empathy, and equal opportunities for all students through awareness and collaborative activities.		https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive_link	Class III-V

MIDDLE & SENIOR DEPT :

Name of the Club	Objective of the Club	Brief List of Activities planned (Links : optional)	Activity Reports with Learning Outcomes for each activity (Paste Links)	Classes, No of students enrolled along
1. Astronomy	<p>1. Inspire Curiosity: Spark interest in exploring celestial wonders and space science.</p> <p>2. Build Astronomical Knowledge: Understand key concepts like stars, planets, galaxies, and cosmic events.</p> <p>3. Enhance Sky Observation Skills: Engage in night sky watching using telescopes and star maps.</p> <p>4. Introduce Astrophotography: Learn basic techniques to capture images of celestial objects.</p> <p>5. Explore Space Technology: Connect astronomy with innovations in satellites and space missions.</p>	<p>https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdKA?usp=drive_link</p>	<p>https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdKA?usp=drive_link</p>	V - IX students enrolled in astronomy club.

<p>2. ATL</p>	<p>1. To create workspaces where young minds can learn innovation skills, sculpt ideas through hands-on activities, work and learn in a flexible environment.</p> <p>2. To empower our youth with the 21 century skills of creativity, innovation, critical thinking, design thinking, social and cross-cultural collaboration, ethical leadership and so on.</p> <p>3. To help build innovative solutions for India's unique problems and thereby support India's efforts to grow as a knowledge economy.</p>	<p>https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive link</p>	<p></p>	<p>VI-X Students enrolled in ATL club</p>
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3. Wordsmith	<ol style="list-style-type: none"> 1. Promote a love for reading among students. 2. Enhance language and comprehension skills through regular reading. 3. Encourage critical and creative thinking via book discussions and reflections. 4. Improve communication skills through book talks, reviews, and storytelling. 5. Expose students to diverse genres and authors. 6. Foster peer learning and collaboration. 7. Support overall academic development by building strong reading habits 	https://docs.google.com/document/d/1WudvfFQNPV-PKcxN_HLVoN-zsO-2nUNrX/edit#heading=h.gjd_gxs	https://drive.google.com/drive/u/0/folders/16Vcg5V_H_UA9EI_NOo0yXDAAtQqghf1f0_6	
4. Inclusive Education Club	<ol style="list-style-type: none"> 1. To promote inclusion and acceptance of students with diverse abilities. 2. To build empathy and sensitivity among all students. 3. To create awareness about different disabilities and special needs. 4. To encourage participation of every child in school activities. 5. To foster peer support and collaboration through inclusive practices. 6. To celebrate diversity and promote equality in the school environment. 	https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdka?usp=drive_link	https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdka?usp=drive_link	CLASS VI-VIII

6.Environment/ Eco	<ol style="list-style-type: none"> 1. Promote Awareness and Action for Environmental Issues: Sensitize students on pressing issues such as plastic pollution, air and noise pollution, ozone depletion, and e-waste hazards. 2. Foster Biodiversity and Wildlife Conservation: Instill appreciation and responsibility for protecting diverse life forms through activities like nature walks, biodiversity quizzes, pet picture collages, and wildlife awareness rallies. 3. Encourage Sustainable and Eco-friendly Practices: Promote habits such as feasting without SUPs (single-use plastics), energy conservation, and green consumerism through events like Akshay Urja Diwas and “Green Diwali” pledges. 4. Encourage Creativity and Innovation in Environmental Practices: Develop creative expression through poster-making, nest-making, herbal gardening, and “Best out of Waste” workshops. 5. Promote Lifestyle Changes for a Greener Tomorrow: Inspire students to adopt mindful, eco-conscious living as a long-term commitment. 6. Strengthen Community Engagement and Global Citizenship: Involve students in activities like E-waste collection drives and rallies to instil a sense of responsibility towards the community and the planet 	https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive link	https://drive.google.com/drive/folders/1Xg1Qsz1y9zGtwP8Xp5GW3k60c1aDkdkA?usp=drive link	Students from Classes VI-XII
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7. Interact	<ol style="list-style-type: none"> 1. To inspire students to internalize the motto “<i>Service Above Self</i>” and actively contribute to the well-being of others. 2. Encourage involvement in community outreach programs that address local issues and promote social good. 3. Develop sensitivity towards people from diverse backgrounds and build an inclusive mindset through service. 4. Enable learners to take initiative, work in teams, and lead service-oriented projects with confidence. 5. Provide opportunities to create and spread awareness about pressing social, environmental, and health issues. 6. Foster empathy and a sense of global responsibility by participating in collaborative humanitarian efforts. 7. Motivate students to work together under the theme “<i>Unite for Good</i>” to make a positive difference. 8. Promote active participation in national and international days of significance to build civic awareness. 9. Instill eco-consciousness by encouraging green habits and implementing sustainable practices. 10. Support emotional intelligence by nurturing kindness, peer support, and mental well-being in school culture. 	https://docs.google.com/document/d/1q2cIU10WU9o8YVEIIGkaiJg0KC44Sy02ZooDvbrigwg/edit?usp=sharing	https://docs.google.com/document/d/1q2cIU10WU9o8YVEIIGkaiJg0KC44Sy02ZooDvbrigwg/edit?usp=sharing	<p>Students from classes IX - XI</p>
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8. Entrepreneurship	<ol style="list-style-type: none"> 1. To encourage creativity, critical thinking , risk taking and innovation among students 2. To guide students to identify real life problems and brainstorm sustainable business solutions 3. To instill values of ethical entrepreneurship by promoting businesses that create positive social impact. 		https://docs.google.com/document/d/1q2cIU10WU9o8YVEllGkaiJg0KC44Sy02ZooDvbrigwg/edit?usp=sharing	Class XI Students
9. Sustainability	<p>Raise Awareness and Understanding of Global Issues: To educate students about the 17 Sustainable Development Goals (SDGs) and the pressing global challenges they address (e.g., poverty, climate change, inequality, hunger, access to clean water, quality education). This objective aims to foster a deeper understanding of interconnected world issues.</p> <p>Promote Active Citizenship and Local Action: To empower students to become proactive citizens who can identify and address local manifestations of global issues. This involves encouraging them to initiate and participate in projects, campaigns, and activities within their school and local community that contribute to achieving the SDGs.</p> <p>Develop Leadership and Problem-Solving Skills: To provide a platform for students to develop essential skills such as leadership, critical thinking, teamwork, communication, and problem-solving. Through organizing and implementing SDG-</p>		https://docs.google.com/document/d/1q2cIU10WU9o8YVEllGkaiJg0KC44Sy02ZooDvbrigwg/edit?usp=sharing	

	<p>related initiatives, students gain practical experience in planning, execution, and collaboration.</p> <p>Foster a Culture of Sustainability and Responsibility: To instill in students a sense of responsibility towards the planet and its</p>			
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	<p>people, encouraging sustainable practices and mindful consumption habits. The club aims to cultivate an ethos of environmental stewardship and social equity within the school community and beyond.</p> <p>Encourage Collaboration and Global Connectedness: To facilitate connections between students and broader networks, including local governments, NGOs, other schools, and international organizations. This objective aims to show students how their local actions contribute to a global effort and to promote partnerships for achieving shared sustainability goals.</p>			
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10. AI Club	<p>Awareness & Understanding – To introduce students to the fundamentals and real-life applications of AI.</p> <p>Skill Development – To develop logical reasoning, computational thinking, and coding skills.</p> <p>Project-Based Learning – To encourage students to build AI-powered projects to solve local/global problems.</p> <p>Ethics in AI – To discuss the social and ethical implications of AI in daily life.</p> <p>Collaboration – To foster teamwork through group activities, hackathons, and competitions.</p> <p>Career Readiness – To prepare students for AI-related academic and career pathways.</p>	<p>Real-world projects: Chatbots, AI in healthcare, AI face detector, AI interview coach, AI resume analyzer, decentralized voting platform, emotion recognition etc.</p> <p>Tools: Teachable Machine, Perplexity, Notion AI, API integration, Scratch AI, Python (higher grades).</p>	<p>https://dpvncbse.com/labs.php</p>	23 Students from classes VIII to XI
11. Health & Wellness	<ul style="list-style-type: none"> Understand the importance of a balanced diet, personal hygiene, physical activity, and mental well-being. 	<p>https://dpvncbse.com/health-and-hygiene.php</p>		CLASSES VI-IX

	<ul style="list-style-type: none"> ● Recognize the signs of stress, peer pressure, and unhealthy habits. ● Develop awareness of government schemes and national movements like <i>Fit India Movement</i>, <i>Eat Right India</i>, <i>Poshan Abhiyan</i>, and <i>Mental Health</i> initiatives. ● Identify harmful substances (like tobacco, junk food, excessive screen time) and their effects on physical and mental health. 			
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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 DPVN 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 has an existing and fully functional School Innovation Cell , working in accordance with the guidelines of Ministry of Education. Various In School as well as outbound activities for the session 2025-26 will be undertaken as per the SIC calendar

provided by AICTE, Ministry of Education and CBSE. The students will be attending various sessions on the Innovation, design , prototype building, business plan and entrepreneurship skills some of which will be organized by DOESL, MIC, AICTE , NCERT and CBSE and the others will be arranged by Convenor of School Innovation Cell through outreach of School alumni and other community connects.A visit to a nearby incubation centre maybe taken up during the session.More staff members will be trained further to be Innovation Ambassadors in the session as like in previous years.

2. **ROBOTICS 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 **ROBOFEST:2024**
3. **AI and ML Club initiative aims to equip learners with essential 21 st century skills by fostering computational thinking, problem solving and ethical awareness through engaging AI learning experiences aligned with CBSE guidelines. Key features of the club are: Real world projects like chatbots, AI in AI CLUBhealthcare, AI resume analyzer etc, Tools like the teachable machine, Scratch, AI, Python etc.**
4. **ASTRA-FIESTA:** An Inter school event hosting various Science based events will be organised in the Month of NOVEMBER 2025 Offline modes.
5. **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.

6. 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)

- 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: The activities planned for Well-being of students and creating awareness

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

C13) Co-curricular Activities: The activities are planned and mentioned in the school almanac

C14) Sports Activities as per School Sports calendar

D. Teacher Development Plan

D1) Teacher Needs Assessment & Training

TNA ACTIVITY	METHOD		EXECUTED DATE	OUTCOME
CompetencyBased 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.</p> <p>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
MICM	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.

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 2025)	I A to I D	
II (July to December 2025)	II A to II D	
III (July to December 2025)	III A to III D	
IV (July to December 2025)	IV A to IV D	
V (July to December 2025)	V A to V D	
VI (July to December 2025)	VI A to VI C	
VII (July to December 2025)	VII-A to VII-C	
VIII (July to December 2025)	VIII-A to VIII-B	
IX (July to December 2025)	IX-A to IX-B	
X (July to December 2025)	X -A to X -B	
XI (July to September 2025)	XI-A to XI-D	
XII (July to September 2025)	XII-A to XII-D	

3.2 Annual Planner for Pedagogical Plan for Leading Learning -

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

ACTIONABLE – 5(e) MAKE PARENTS 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?/ Overall Incharge</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	1. Update the parent database through google form and Categorize as per profession ----- 2. Form small parent groups based on their expertise and willingness to have focussed group discussions to improve teaching learning process.	Class teachers & Computer faculty ----- - Middle Level Leadership ----- Principal & Middle Level Leadership -----	1 to 15 April 2025 ----- - May 2025-March 2026 ----- July 2025	Larger number of Parents will be actively engaged with the school to create a shared vision for holistic development of Learners. The effort will also improve the working & visibility of school and will

		<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>4. Understand parental aspirations and collect feedback through surveys using google forms. Use collected feedback for feed forward.</p>	<p>Class Teachers & Middle Leadership</p> <p>-----</p>	<p>July 2025 to March 2026</p>	<p>strengthen the bond of trust & respect between the school and the parent community.</p>
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		<p>5. Involve large no. of parents in school activities like acting as resource persons, judges, facilitating and supporting school endeavors in multiple ways.</p> <hr/>	<p>Principal & Middle Level Leadership</p> <hr/>	<p>July 2025 to March 2026</p> <hr/>	
		<p>6. . Organize workshops, seminars & engaging activities for parents</p> <hr/>	<p>Middle Level Leadership & Counselor</p> <hr/>	<p>July 2025 to March 2026</p> <hr/>	
		<p>7. Give Parents a voice by contributing to e-publications and Sagarika</p> <hr/>	<p>Middle Level Leadership & Publication committee</p> <hr/>	<p>July 2025 to March 2026</p> <hr/>	

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

Actionable: Create opportunities for continuous and comprehensive professional learning

Actionables	Step 1 – Where are we now as school?	Step 2 – What do we need to do in the coming year?	Step 3 – How will we achieve? (What we want to do?)	Step 3 – Who is responsible?	Step 4 – Timeline for implementation	Step 5-What will the impact look like
Encourage teachers to observe and study effective instructional practices	Sharing of effective pedagogy happens during microteaching that is conducted periodically	Provide greater opportunities to observe colleagues' pedagogical practices for professional peer-learning.	• Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.	VP/HMs/CC	April 2025 – March 2026	Culture of collaboration and sharing

<p>Organize in-school workshops, trainings and talks</p>	<p>Trainings and workshops are conducted periodically but extent of implementation of learning is hardly followed.</p>	<p>Conduct need analysis and plan sessions and IT training for effective use of ICT driven pedagogy.</p>	<ul style="list-style-type: none"> Analyse feedback and measure extent of implementation through classroom observation. 	<p>Principal/VP/HMs/CC</p>	<p>April 2025 – March 2026</p>	<p>best practices will help in strategic professional development of teachers and will lead to a positive lasting impact</p>
<p>Encourage teachers to enroll for online professional courses/ Design professional development modules using technology</p>	<p>Teachers have completed online certifications, but the choice of topics is random.</p>	<p>Teachers to do goal setting for professional growth as per individually identified training needs.</p>	<ul style="list-style-type: none"> Encourage teachers to enroll for online professional courses for advanced learning from portals like DIKSHA, SWAYAM 	<p>VP/HMs/Teachers</p>	<p>April 2025 – March 2026</p>	<p>on students, school community and education system as a whole.</p>

Create learning groups	Teachers teaching mathematics have already created learning groups to identify learning gaps and implement age specific strategies to improve performance in mathematics.	We need to identify the learning gaps in SST & Hindi and plan strategies to improve performance in the said subjects.	• Teachers teaching SST & Hindi will create similar learning groups to identify the learning gaps in the respective subjects , workout effective strategies & plan of action to be carried on	VP/HMs/CC	April 2025 – March 2026	
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Descriptor 4: DEVELOPING A LEARNING CULTURE

ACTIONABLES(c)	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?	<i>Who is responsible?</i>	What is the timeline for implementation	What will the impact look like?
Developing policies and systems to support culture of learning	School has adapted to experiential Learning methodology to develop problem solving skills, critical thinking, and creativity among students. The skills builder programme implemented by school in last two	School needs to develop & implement a structured Programme for developing employability skills in students of classes IX-XII Socio emotional grooming of children needs attention for all classes.	1.Expert talks on employability skills will be taken up for students of classes IX-XII. ----- 2.CBSE Skills modules & courses will be allotted one period per week for class VI-VIII to be taken up by language teachers.	Middle Level Leadership & Counselors, Coordinator ----- Middle level leadership, language teachers, Counsellors	March 25-December 2026 ----- April 2025 to February 2026	Students will demonstrate improved problem-solving abilities, effective communication self-confidence, and a positive attitude, leading to academic success and personal growth.

	<p>sessions successfully integrated eight desirable skills on students namely -</p> <ul style="list-style-type: none"> *listening *speaking *problem solving *creativity *staying positive *aiming high *leadership *teamwork. 		<p>-----</p> <p>3. DPVN Sharks to continue for class IX with 100% participation of students in shortlisting the idea, making & executing the business plan and income & expenditure account.</p> <p>-----</p> <p>4. Collaboration with Universities and Colleges like RDIAS & DTU</p>	<p>-----</p> <p>SIC Convenor Commerce faculty. Class Teachers of IX</p> <p>-----</p> <p>Principal PGT (Economics)</p>	<p>-----</p> <p>July 2025- December 2025</p> <p>-----</p> <p>Jan -Feb 2026</p>	
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DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

	STEP – 1	STEP- 2	STEP- 3		STEP – 4	STEP - 5
ACTIONABLES	Where are we now as school?	What do we need to do in the coming year?	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?
Fostering academic excellence	The students are academically inclined, the results of the students are fairly good, assessment scores in summative students need to improve.	We need to take the responsibility of their learning As per the individual pace and learning styles of the students.	Detailed analysis of the assessment results across all the grades including AISSE and AISSCE	HOD/Examination in-charges	Two months	We aim to improve the academic performance of our students both in internal and external examinations. We will be assessing the SAFAL report for betterment of students.
			identifying learning gaps and strategic planning for improvement in 2025-26.	HOD/Subject Teacher/Class Teacher		
			Remedial classes to be conducted regularly and performance of students to be tracked.			

Teacher Development Plan 2025-2026

Month	Area for CPD	Department
April-May 2025	<ul style="list-style-type: none"> ● Pancha Kosha , Panchadi, curricular goals & competencies 	<ul style="list-style-type: none"> ● Pre Primary & Primary
	<ul style="list-style-type: none"> ● MICM LMS ● IT Tools (Alpha - Canva, Adobe, Chat GPT, Generative AI Tools) ● Credit Framework ● Holistic Report Card 	<ul style="list-style-type: none"> ● Middle/Senior ● Primary ● All Staff Members ● Senior ● All Staff Members
July-September 2025	<ul style="list-style-type: none"> ● Toy Pedagogy (Mentoring & Monitoring) ● MICM LMS ● IT Tools (Beta) 	<ul style="list-style-type: none"> ● Primary ● Middle/Senior ● Primary ● All Staff Members
October-December 2025	<ul style="list-style-type: none"> ● Emotional-Mental and Physical wellbeing sessions ● Eating Right ● Stress management ● Adaptability Quotient ● IT Tools (Beta continued) 	<p style="text-align: center;">All Staff Members</p>

January-March 2026	<ul style="list-style-type: none"> ● POSCO ● POSH ● Child Protection ● Disaster Management ● First Aid 	All Staff Members
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STUDENT DEVELOPMENT PLAN 25-26

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 • 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

	<ul style="list-style-type: none">• 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.