



**N.K. BAGRODIA PUBLIC SCHOOL**  
AHINSA MARG, SECTOR-9, ROHINI, DELHI – 110085

# **ANNUAL PEDAGOGICAL PLAN**

**CBSE AFFILIATION NO : 2730244**  
**SCHOOL ID: 85245**

## SCHOOL INFORMATION

### 1.1 School Name and Complete Address with Phone number(s), Email ID, Website etc.

School Name	N.K. BAGRODIA PUBLIC SCHOOL
Complete Address	AHINSA MARG, SECTOR-9, ROHINI, DELHI – 110085
Phone number	011- 27550255, 011- 27561375
Email ID	nkbpsrohini@yahoo.co.in
Website	<a href="http://www.nkbpsrohini.com">www.nkbpsrohini.com</a>

### 1.2 Name of the Principal / HOS: MR. PRASHANT PARASHAR B.

1.3 Contact No.: 9650239555      Email ID: [principalnkbpsrohini@gmail.com](mailto:principalnkbpsrohini@gmail.com)

### 1.4 School Details:

Year of Affiliation: 2018      Affiliation No.: 2730244      School Code: 85245

Type of School : Senior Secondary

Boys/Girls/Co-Education : Co-Education

Day School/Day Boarding/ Residential : Day School

Total No. of Students : 2830      Boys : 1545      Girls : 1285

No. of Divyang (with Special Needs) Students : NIL

Location Type : Urban

Is the School a Minority School? : No

### 1.5 Number of Students on Roll (Class-wise):

Class	PS	PP	I	II	III	I V	V	VI	VII	VIII	IX	X	XI	XII
Number of Sections	07	07	05	05	05	05	05	05	04	04	04	05	05	06
Students on Roll	205	217	221	221	222	212	213	213	174	177	178	194	173	210

### 1.6 School Academic Performance:

#### a) Pass Percentage during the last Academic Session:

Class	Number of students appeared	Number of students pass	Pass percentage
I			
II			
III			
IV			
V			
VI			
VII			
VIII			
IX			

#### b) Board Examination at a Glance

Class	Number of students appeared	Number of students Passed	Pass percentage	Number of students with marks between 91% to 100%	Number of students with A2/ marks between 81% to 90%	Special Remarks (if any)
X	177	177	100	53	48	—
XII	204	204	100	59	77	—

### 1.7 Overall Performance of The Current/Previous Academic Session:

## SCHOOL TOPPERS:

<b>CLASS X</b> <b>2020- 2021</b> <b>1. JIYA WADHWA(98.40%)</b> <b>2. ADITI BHARDWAJ (97.80%)</b> <b>3. HARSHITA DAS(97.20%)</b> <b>PARIDHI CHOPRA(97.20%)</b> <b>SAAVYA SHARMA(97.20%)</b>	<b>CLASS XII</b> <b>2020- 2021</b> <b>SCIENCE STREAM</b> <b>1. SIDDH JAIN (99.60%)</b> <b>2. KARISHMA MALIK(98.20%)</b> <b>3. ANWESHA BHOWMICK(97.80%)</b> <b>COMMERCE STREAM</b> <b>1. DRISHTI JAIN (99.80%)</b> <b>2. NIHARIKA GARG(99.00%)</b> <b>PRANJAL RUSTAGI(99.00%)</b> <b>3. AARADHYA KHATTAR(98.60%)</b> <b>HUMANITIES STREAM:</b> <b>1. MANSHA JAIN(98.80%)</b> <b>2. ARSHIYA GOEL(98.00%)</b> <b>KANISHKA DHANIA(98.00%)</b> <b>3. AISHANYA(97.60%)</b>
<b>CLASS X</b> <b>2021 – 2022</b> <b>1. RIDDHIMA NAGPAL(99.60%)</b> <b>2. MOKSH GOEL (98.40%)</b> <b>3. TANISHKA SETHI(98.20%)</b>	<b>CLASS XII</b> <b>2020- 2021</b> <b>SCIENCE STREAM</b> <b>1. SUPRIYA SINGH (98.20%)</b> <b>2. KOPAL GUPTA(97.20%)</b> <b>3. OM GOEL(97.00%)</b> <b>COMMERCE STREAM</b> <b>1. CHINTAN KAMRA (99.20%)</b> <b>2. PRISHEETA (98.60%)</b> <b>3. PRISHA GUPTA (97.60%)</b> <b>HUMANITIES STREAM:</b> <b>1. ISHITA VERMA (97.60%)</b> <b>2. DIYA BANSAL(96.80%)</b> <b>3. URMIL(95.80%)</b>

### 1.8 Key Strengths of the School

- ✓ **Good Infrastructure**
- ✓ **Student Centric Education - Conducive learning environment, Pastoral care**
- ✓ **Strong Alumni Association**
- ✓ **Inculcating the environment and ecological consciousness, Educational trips (subject to conditions)**
- ✓ **Good learning environment**
- ✓ **Regular Morning Assembly, Swachh Bharat Abhiyaan Project, Physical Sports and Safety**
- ✓ **Encoding Physical Education and Health, Sports Enrichment Programme**
- ✓ **Life Skills Inculcation, Wellness education, Prevention Education**
- ✓ **Strong leadership**
- ✓ **Motivational Workshops, Annual Inter School Debates**
- ✓ **Disaster Management**
- ✓ **Joy of Giving**
- ✓ **Parent Teacher Association**

#### **1.9 Staff Details:**

**The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or, Part -Time)**

<b>Group</b>	<b>Number of</b>
	<b>Regular / Trained</b>
<b>Pre-Primary</b>	
<b>Primary</b>	
<b>Secondary</b>	
<b>PETs</b>	
<b>Librarian</b>	
<b>Music Teachers</b>	
<b>Dance Teachers</b>	
<b>Yoga Teacher</b>	
<b>Counsellor</b>	
<b>Special Educator</b>	
<b>Total</b>	

### **1.10 Alumni Details:**

#### **a) Special Achievements of School Alumni**

**SIDDH JAIN - NSIT (CS) - DATA ANALYSIS**

**KHUSHAL GUPTA - DTU- IT**

**PRANJAL RUSTAGI - SRCC- B.COM (HONS.)**

**DRISHTI JAIN - SRCC - ECONOMICS(HONS.)**

**POOJITA - DTU - CS**

**ISHITA - DTU- MATHS & COMPUTATION**

#### **b) Admissions in Professional courses**

##### **NEET RESULT - 2022**

1 SUPRIYA SINGH

2 SHIVYA GUPTA

3 MANASVI MAAN

4 PURVY YADAV

5 ANKIT KUMAR

##### **JEE MAINS RESULT - 2022**

1 OM GOEL

2 ANSHIKA MITTAL

3 ARJUN AGGARWAL

4 AKSHAJ GUPTA

5 SHUBH SEKSARIA

6 AYUSHI SINHA

7 SAKSHI

8 DANISH JAIN

9 KOPAL GUPTA

10 DEEPANSHI

11 VIDUSHI GARG

## ANNUAL PEDAGOGICAL PLAN 2022- 2023

### 2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC

### 2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

#### Name of the Academic Resources Segment -wise

##### Vision Statement

The vision of our school is based on the motto adopted by the organization “ **Anushasan, Shram, Atambal.**” We want that our school will prepare the citizens with following objectives:-

##### Aims & Objectives

- To propagate patriotic, social and ethical values for responsive citizenship.
- To encourage and develop the intellectual and creative abilities in them.
- To arouse aesthetic sense in students and foster creativity and innovation.
- To inculcate habits of personal as well as social hygiene and health consciousness for a happy and healthy life.
- To make education a partnership between teachers, students and parents

##### Mission Statement

N.K Bagrodia public school is a modern, progressive, co-educational public school, which provides environment for holistic education with the development of mind, body and soul and produce the best human beings who will serve the country with deep sense of patriotism.

##### Our Values

Character formation, Respect, Accountability, Excellence, Compassion, Human Dignity, Brotherhood, Equality and Justice.

##### Our Focus

Promote Active learning with the overall development of personality among students with a focus on character formation with positive and delightful impact of knowledge.

##### OUR TEACHING LEARNING APPROACH

- Emphasis on the prior knowledge
- Stress on individual interest of the students
- Focus on the individual learning styles
- Identifying the individual interests
- Focus on the individual learning styles
- Identification of the capabilities and skills possessed by the students that helps them to uncover their own strengths and also define their future learning goals.
- Students are mentored for the ways to achieve their goals and also to maintain the evidence that they need to produce.
- Flexible methodology and scopes are provided
- Parents are able to track the progress of their wards via parent portals
- Students are able to articulate their learning in conferences including video conferences.
- Teachers are able to understand their students as individuals and not only as students
- Students have the ability to regulate their behaviour, what to do/learn, how to do/learn and also how to present their learning.
- ICT is a strong tool to enhance personalized learning.

### 2.3 INFRASTRUCTURE

**BASKETBALL COURT**

**FOOTBALL GROUND**

**CRICKET GROUND**

**ART ROOM**

**MUSIC ROOM**

**DANCE ROOM**

**LIBRARY**



**MATHEMATICS LAB.**

**COMPUTER LAB.**

**BIOLOGY LAB**

**CHEMISTRY LAB**

**PHYSICS LAB**

**ATL LAB**

**LANGUAGE LAB**

**SMART CLASSROOMS**

**MULTIPURPOSE HALL**

**CONFERENCE HALL**

**COUNSELOR ROOM**

**SCIENCE PARK**

**TABLE TENNIS COURT**

**GYMNASIUM**

## YOGA/ TAEKWOUNDO HALL

### 2.4 PEDAGOGICAL STRATEGIES

Class wise and subject wise: Art integration, Innovative pedagogies, Co-scholastic activities

#### PRIMARY

CLAS S	SUBJECTS
I	<p>ENGLISH, HINDI, MATHEMATICS, G.K.,ART, MUSIC, DANCE, YOGA, SWIMMING ETC.</p> <p><b>SMART CLASSES, ASSIGNMENTS,LEARNING BY DOING,PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
II	<p>ENGLISH, HINDI, MATHEMATICS, G.K.,ART, MUSIC, DANCE, YOGA, SWIMMING ETC.</p> <p><b>SMART CLASSES, ASSIGNMENTS,LEARNING BY DOING,PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
III	<p>ENGLISH, HINDI, MATHEMATICS, EVS, COMPUTER SCIENCE, G.K., ART, MUSIC, DANCE, YOGA, SWIMMING,LIFE SKILLS ETC.</p> <p><b>SMART CLASSES, ASSIGNMENTS,LEARNING BY DOING,PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
IV	<p>ENGLISH, HINDI, MATHEMATICS, EVS, COMPUTER SCIENCE, G.K., ART, MUSIC, DANCE, YOGA, SWIMMING,LIFE SKILLS ETC.</p> <p><b>SMART CLASSES, ASSIGNMENTS,LEARNING BY DOING,PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
V	<p>ENGLISH, HINDI, MATHEMATICS, EVS, FRENCH, SANSKRIT, COMPUTER SCIENCE, G.K., ART, MUSIC, DANCE, YOGA, SWIMMING,LIFE SKILLS ETC.</p> <p><b>SMART CLASSES, ASSIGNMENTS,LEARNING BY DOING,PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>

#### MIDDLE/SECONDARY/SENIOR SECONDARY

CLAS S	SUBJECTS
-----------	----------

VI	<p>ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART, DANCE, MUSIC, YOGA, HEALTH AND PHYSICAL EDUCATION, ROBOTICS</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
VII	<p>ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART, DANCE, MUSIC, YOGA, HEALTH AND PHYSICAL EDUCATION, ROBOTICS</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
VIII	<p>ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER SCIENCE, SANSKRIT, FRENCH, ART, DANCE, MUSIC, YOGA, HEALTH AND PHYSICAL EDUCATION, ROBOTICS</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, EXPERIENTIAL LEARNING</b></p>
IX	<p>ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, CIVICS, BIOLOGY SANSKRIT, FRENCH, ART, INFORMATION TECHNOLOGY, DANCE, MUSIC, YOGA, HEALTH AND PHYSICAL EDUCATION, ROBOTICS</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, INTER DISCIPLINARY APPROACH, ICT INTEGRATION, EXPERIENTIAL LEARNING</b></p>
X	<p>ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, CIVICS, BIOLOGY SANSKRIT, FRENCH, ART, INFORMATION TECHNOLOGY, DANCE, MUSIC, YOGA, HEALTH AND PHYSICAL EDUCATION, ROBOTICS</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, INTER DISCIPLINARY APPROACH, ICT INTEGRATION, EXPERIENTIAL LEARNING</b></p>
XI	<p>ENGLISH, MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY, GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, ENTREPRENEURSHIP, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART INTEGRATION, INTER DISCIPLINARY APPROACH, ICT INTEGRATION, EXPERIENTIAL LEARNING</b></p>
XII	<p>ENGLISH, MATH, BIOLOGY, PHYSICS, CHEMISTRY, HISTORY, GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, PSYCHOLOGY, ENTREPRENEURSHIP, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION</p> <p><b>SMART CLASSES, ASSIGNMENTS, LEARNING BY DOING, PROJECTS, LISTENING AND SPEAKING TESTS, CLASS LIBRARY, STORY TELLING, ART</b></p>

**INTEGRATION, INTER DISCIPLINARY APPROACH, ICT INTEGRATION,  
EXPERIENTIAL LEARNING**

## **2.5 CURRICULUM PLANNING AND ITS TRANSACTION**

**The school has a well conceptualized curriculum based on the following factors:**

- 1. CBSE, NCF, NEP**
- 2. Syllabus planning**
- 3. Pedagogy and Methodology**
- 4. Co-Curricular Activities**
- 5. Monitoring and Assessment**

## FLOW OF CURRICULUM PLANNING AND TRANSACTION

### Step 1: Selection of Books/Study material

HOD along with the team of teachers review the textbooks /study material used in the existing year with regard to the quality of the content, implementation, its transaction and relevance. Teachers also scrutinize the other textbooks/content for comparison. Based on defined criteria, books/study material is selected by the teachers to be followed in the new academic year.

### Step 2: Curriculum Blueprint (Curriculum Design Process)

The Curriculum Blue-Print (CBP) is prepared by the Subject teachers depending upon the school calendar. It should include the learning outcomes prescribed by NCERT, Subject Enrichment Activities, Assessment Techniques, Field Trips, Instructional Methods and the number of periods required to achieve the same. (As per the prescribed format).

Month	Topic/Units	No of periods Required	Learning Objective	Subject Enrichment Activities/Field Trips/Multiple Assessments/Art Integration

### Step 3: Lesson Plan

- Detailed lesson plan for a month to be prepared by the teachers
- The lesson plan must include learning objectives, instructional method, Instructional resources like models, video links etc, set induction, method of recapitulation, assignment and details of constructivist approach and the integration
- Teachers to ensure that learning objectives stated in the Curriculum Blue Print are met properly through the lesson plan. The lesson plans should be submitted to the academic coordinator monthly.

## FLOW OF CURRICULUM PLANNING AND TRANSACTION

### Step 4: Teachers Diary

- Topic wise split-up along with no periods/days/ dates for each topic and subtopic are planned in Teacher's Diary.
- Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment (one for each term) to be recorded in the Teacher's Diary in the prescribed format.
- Teachers decide the learning objectives, procedure, criteria for assessment and the relevant rubrics for the same. The Teacher's Diary should be submitted to the academic coordinator on a weekly basis.

### Step 5: Classroom Activity / Log Book

- The record of daily classroom activity, Home Work assigned & follows up to be recorded in the class log book. The log book should be submitted daily to the Academic coordinator and monthly to the Headmistress.

The various teaching strategies used are as follows:

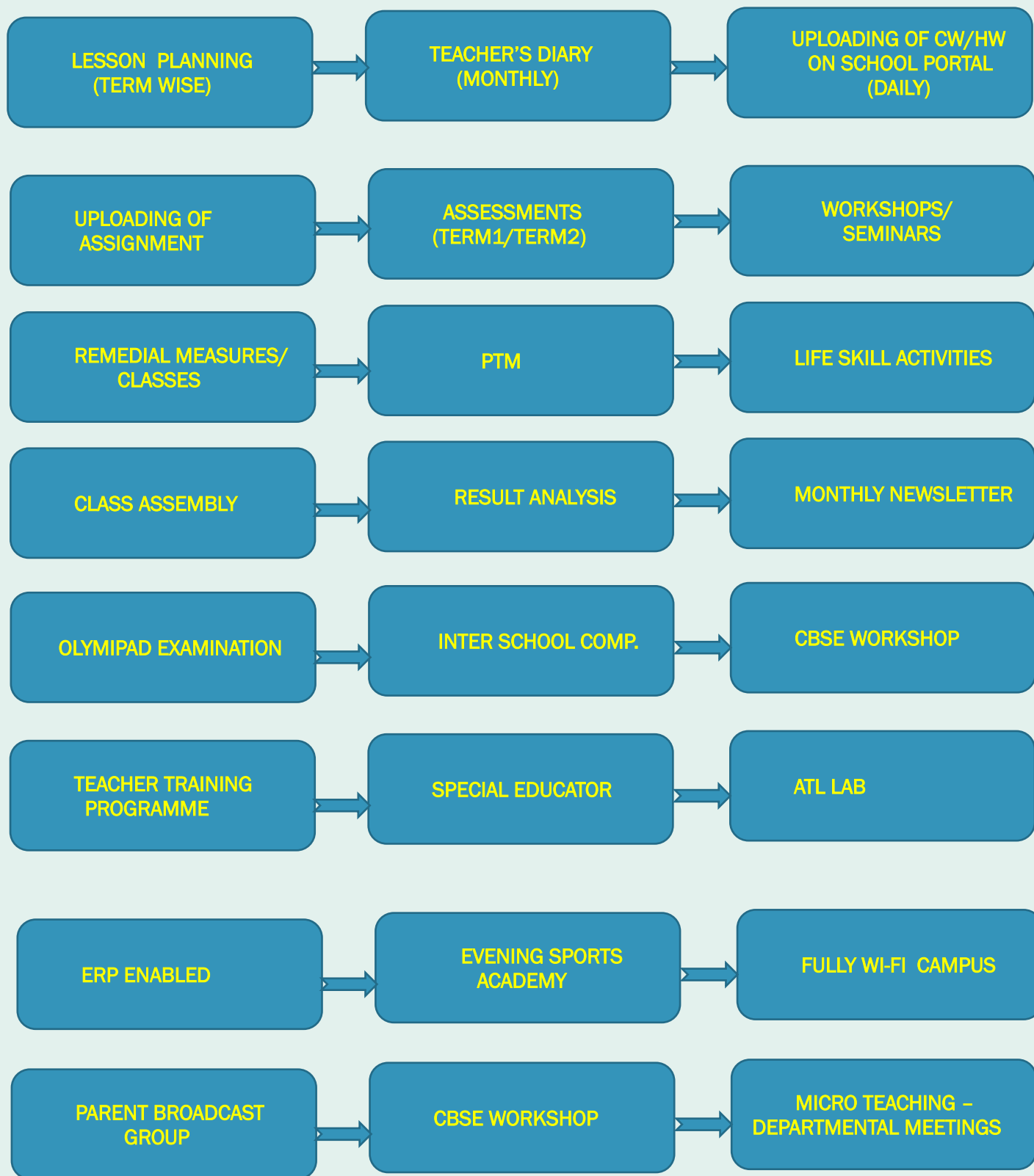
1. Role plays
2. Integrated Learning
3. Collaborative and Interdisciplinary approach
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Flip classes
8. Teaching through e-content
9. Presentations
10. Field Trips

Assessment tools and rubrics for each class and each subject:-

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended. Purposes of Assessments:

1. To identify the children's learning needs.
2. To help the teacher plan educational programmes for the children.
3. To indicate which specific educational objectives have or have not been achieved.
4. To serve as continuous evaluation.

## 2.6 AREAS OF FUNCTIONING



## **2.5 STUDENT DEVELOPMENT PLAN**

### **SOP REMEDIAL CLASSES ( I – VIII):**

- **Step by step explanation of the concept would be done separately with the students who face problems.**
- **Individual attention to be given to slow learners and assist them whenever required. 15 minutes extra to be given to those children who have trouble comprehending the language.**
- **Change the strategy for explanation and try a different one for better explanation.**
- **School Counselor to intervene where a child is facing a problem in a specific area like retention power or dysgraphia (difficulty in copying words down, formation of letters) To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time.**
- **Feedback from the Class teacher given by the end of the year.**
- **Classroom participation as well as participating in group discussions .**
- **Submission of work on time. Self-initiative for any task assigned in the class.**
- **Responding to the questions directly asked by the concerned subject teachers.**
- **Certain patterns of work seen in the notebooks along with class test performance.**
- **Asking for doubts or clarification of the concepts taught in the class.**
- **After analyzing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes week wise will be conducted for each subject with more individual attention given to them in a smaller group.**
- **Guidelines for teachers for academically low performers.**
- **Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles**
- **They will be taught the content in a step-by-step method.**
- **Regular review /recap and practice worksheets will be given.**
- **Small group instructions will take place which will offer individual attention. Along with the peer teaching.**
- **Regular competition, rewards and giving the responsibility which will be set for these students on a month wise basis to get better results.**
- **Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.**
- **Parents will be involved and progress will be discussed on a monthly basis. Recap of the topics will be done at home with the parent's support. After Term 1 the children who show progress**



will be part of the regular classroom and would be monitored on a fortnightly basis in order to ensure that consistency is there in their academic progress. The students whose progress would not be up to the mark more strategic plan will be implemented for them in Term 2.

- Student's goals will be made high but attainable along with the ways to find the intrinsic motivation
- Controlled practice will be given to the students for the concept taught on a weekly basis.

## 2.6 CLASS OBSERVATION SCHEDULE

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Routine observations	Regular Basis	Incharge(Daily) Principal (Quarterly)	Teachers were observed completing the planned syllabus during regular observation.
Specific observations	Yearly Basis	Specialists appointed by Child Education Society as per the directives received from CBSE.	All teachers are found to be subject proficient. However, certain insights were imparted while class observation into methods of delivering class lectures to be more interesting and effective.

## 2.7 TEACHER TRAINING SCHEDULE

TEACHER TRAINING TOPIC/ ACTIVITY	PROPOSED DATE/WEEK/ MONTH	TARGET GROUP	LEARNING OUTCOME
Integrating skills to achieve competencies	May 17, 2022	All Teachers	Teachers' will learn to be more efficient and competent.
Cyber Security	May 18, 2022	All Teachers	Teachers' will become aware of cyber threats and its consequences.
Pedagogy of Social Science	May 19, 2022	Social Sc. Teachers	
Yoga & Meditation	May 20, 2022	All Teachers	Physical Fitness and relaxation of mind.
CWSN	July 23, 2022	All Teachers	Awareness regarding children with special needs.
PRASHAST	September 20, 2022	All Teachers	Awareness regarding children with special needs.

CAPACITY BUILDING PROGRAMME	JANUARY 21, 2023	All Teachers	Learning Outcomes and Pedagogies
-----------------------------------	---------------------	--------------	-------------------------------------

## 2.7 SCHOOL ACTIVITIES

### **INTER HOUSE COMPETITIONS - SENIOR WING**

- a) Saturday, 16 April – Board Designing – “Vibrance of Life”
- b) Tuesday, 19 July – English Debate
- c) Thursday, 21 July - Board Designing – “Sustainable Development”
- d) Friday, 05 August – Hindi Debate
- e) Thursday, 6 October - Board Designing – “Temples of Modern India
- f) Thursday, 20 November - Mehndi Designing, Class VI-IX
- g) 14 November – Sanskrit Geet Gayan, Class VI-IX
- h) Thursday, 17 November – Cyber Comp. – Class VI-VIII
- i) Friday, 18 November - Cyber Comp. – Class IX, XI
- j) Thursday, 22 December – Salad Dressing – Class VI-IX

### **INTER HOUSE COMPETITIONS – PRIMARY**

- a) 26 July – Hindi Debate
- b) 06 August – Doha Gayan
- c) 12 October – English Extempore, class V
- d) 02 December – Poster Making Comp., class IV, V (Topic - National Pollution Control Day)

### **INTER SCHOOL COMPETITIONS:**

- a) Saturday, 30 April – Dance – Theme - आज़ादी का अमृत महोत्सव
- b) Friday, 29 July – English Debate
- c) Thursday, 25 August – Hindi Debate
- d) Friday, 30 September – Group Song – Theme – Patriotism
- e) 25 November – Annual Day / Sports Day

### **MISCELLANEOUS COMPETITIONS / EVENTS:**

- a) Friday, 22 April – World Earth Day – ECO Club
- b) Monday, 18 July - International Justice Day – Moot Court: Class IX, XI (Social Science Dept.)
- c) Wednesday, 27 July – Investiture Ceremony – Senior Dept

- d) **Monday, 22 August – Interact Club Installation**
- e) **Wednesday, 5 September – Teachers’ Day – All 4 Houses**
- f) **Friday, 4 November – Commerce Quiz – Class XI-XII**
- g) **Wednesday, 14 December – Energy Conservation Day - ECO Club**
- h) **Friday, 3 February – Farewell – Class XII (Senior Secondary Dept.)**
- i) **Thursday, 2 February – SPIC MACAY**
- j) **G20 Summit**

#### **INTER BAGRODIAN COMPETITIONS**

- a) **Monday, 29 August – Badminton Match**
- b) **Friday, 25 November- ANNUAL DAY (Tentative)**
- c) **Tuesday, 29 November – Football Match**

#### **MUSIC DEPARTMENT ASSEMBLIES**

- a) **Friday,1 April – Satrarambha**
- b) **Friday,14 Oct –Death Anniversary of founder Chairman sir**
- c) **Monday,16 January – Founder’s Day**
- d) **Friday, 27 January – Vasant Panchami**
- e) **Tuesday, 21 February – Birth Anniversary of founder Chairman sir**

#### **HOUSE FUNCTIONS**

- a) **12 August – Independence Day & Youth Day -- Siddhartha House**
- b) **21 October – Deepavali -- Vivekananda House**
- c) **23 December – Christmas -- Aryabhatta House**
- d) **25 January – Republic Day -- Balmiki House**

#### **THEME ASSEMBLIES**

- a) **28 July – World Nature Conservation Day – Balmiki House**
- b) **8 August – Sanskrit Day - Aryabhatta House**
- c) **20 August – Sadbhawana Diwas & Akshay Oorja Diwas - Vivekananda House**
- d) **26 August – Womens’ Equality Day – Siddhartha House**

#### **MISCELLANEOUS OTHER DAYS – (DIGITAL PRESENTATION)**

- a) **02 April - World Autism Day**
- b) **19 April – World Heritage Day & Liver Day**
- c) **28 April – World Day for Safety & Health at Work**
- d) **4 May – World Laughter Day**

- e) **07 May – Tagore Jayanti**
- f) **11 May – National Technology Day**
- g) **18 July – International Justice Day**
- h) **26 July – Kargil Diwas**
- i) **29 August – National Sports Day**
- j) **8 September – International Literacy Day**
- k) **29 September – World Heart Day**
- l) **11 October - International Girl Child Day**
- m) **01 December - World Aids Day**
- n) **02 December – National Pollution Control Day**
- o) **09 December – Human Rights Day**

## **2.8 INTER SCHOOL COMPETITION**

- a) **Dhara Utsav – July 2022-NKBPS, DWARKA**
- b) **TRISHNA SUMMIT- July 2022 - NKBPS, DWARKA**
- c) **SPECTRUM -AUGUST 2022- DAV PUBLIC SCHOOL, PUSPANJALI**
- d) **Inter Bagrodian Music Fest- AUGUST 2022- NKBPS, DWARKA**
- e) **Zonal Solo Dance Competition – AUGUST 2022- YUVA SHAKTI PUBLIC SCHOOL, ROHINI**
- f) **Zonal Solo Instrumental Competition – AUGUST 2022- DE INDIAN PUBLIC SCHOOL, ROHINI**
- g) **Zonal Classical Solo Singing Competition - AUGUST 2022- VIDYA BHARTI SCHOOL, ROHINI**
- h) **Zonal Light Singing Competition -SEPTEMBER 2022- HAPPY HOME PUBLIC SCHOOL, ROHINI**
- i) **Zonal Folk Dance Live Music Competition - SEPTEMBER 2022- GOVERNMENT SCHOOL, ROHINI**
- j) **Zonal Folk Singing Competition - SEPTEMBER 2022- THE SOVERIGN SCHOOL, ROHINI**
- k) **Zonal Orchestra Competition - SEPTEMBER 2022- VIKAS BHARTI PUBLIC SCHOOL, ROHINI**

## **2.9 COMMUNITY OUTREACH**

- 1. Visit to NGOs**
- 2. Joy of Giving Week**
- 3. Visit to Old Age Home**
- 4. Green Rally**
- 5. Van Mahotasava**
- 6. Distribution of Plants**

## **2.10 OBJECTIVE OF ANNUAL PEDAGOGICAL PLAN**

- 1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.**
- 2. To maintain and refine support systems for enhancing school functions and student success.**
- 3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.**
- 4. To maintain a strong commitment to excellence through professional development.**
- 5. To seek resources to support the school mission.**
- 6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.**
- 7. To inculcate a deep-rooted respect in students for the environment, people and resources.**
- 8. To support the school commitment to expand access, equity, diversity, and enrollment.**
- 9. To provide leadership in cultural and economic development in the school's service area.**
- 10. To seek out and cultivate beneficial partnerships.**

## **2.10 GUIDELINES OF IMPLEMENTATION OF ANNUAL PEDAGOGICAL PLAN**

- a) Develop content related to art, sport and ICT with education, with the help of concerned teachers**
- b) as well as Art, Sports and ICT teachers.**
- c) Ensure dissemination of plan to all teachers and all concerned by June every year.**
- d) Ensure proper implementation of this plan.**
- e) Monitor the progress at least on a monthly basis.**
- f) Reach out to the Board for any training needs.**

## **2.11 TEACHER TRAINING**

<b>TEACHER TRAINING /ACTIVITY</b>	<b>DATE</b>	<b>RESOURCE PERSON</b>	<b>NAME OF THE TEACHER</b>
<b>Gender Sensitization</b>	<b>06.07.22</b>	<b>Mr. Pankaj Munjal</b>	<b>Ms. Mansi Mahajan</b>
<b>Happy Classroom</b>	<b>07.07.22</b>	<b>Dr. Geetanjali Kumar</b>	<b>Ms. Shikha Pruthi</b>
<b>Tending Mendel's Garden for a</b>	<b>21.07.22</b>	<b>Dr. Arun Kumar Singh Dr. S.R. Rao</b>	<b>Ms. Meenakshi Bhola</b>

<b>perpetual &amp; bountiful harvest</b>		<b>Dr. N.G. Prasad</b>	
<b>Inclusion &amp; Inclusive Strategies</b>	<b>19.07.22 – 20.07.22</b>	<b>Mrs. Sudha Acharya</b>	<b>Ms. Annu Saini Ms. Ritu Bhandari</b>
<b>Learning Outcomes &amp; Pedagogies</b>	<b>23.07.22</b>	<b>Mr. Pallavi Sharma</b>	<b>Ms. Neeru Kumar</b>
<b>Capacity Building – Life Skills</b>	<b>03.08.22</b>	<b>Mr. Pankaj Munjal</b>	<b>Ms. Sumitti Gugnani</b>
<b>Performance Enhancement Program – Business Studies</b>	<b>27.08.22</b>	<b>Mr. C.M. Jain &amp; Ms. Anjali Sachdev</b>	<b>Mr. C.M. Jain (Resource Person)</b>
<b>Annual Teacher’s Day</b>	<b>03.09.22</b>	<b>Dr. Sanjay Bhardwaj Dr. K.K.’s Heart Care Foundation of India</b>	<b>M Ms. Jyotsana Sharma Ms. Suhani Vasu</b>
<b>Entab Summit on Experiential Learning</b>	<b>24.09.22</b>	<b>Entab Panel Mr. Shiv Khera</b>	<b>Ms. Annu Saini</b>
<b>Capacity Building – Life Skills</b>	<b>03.08.22</b>	<b>Mr. Pankaj Munjal</b>	<b>Ms. Sumitti Gugnani</b>

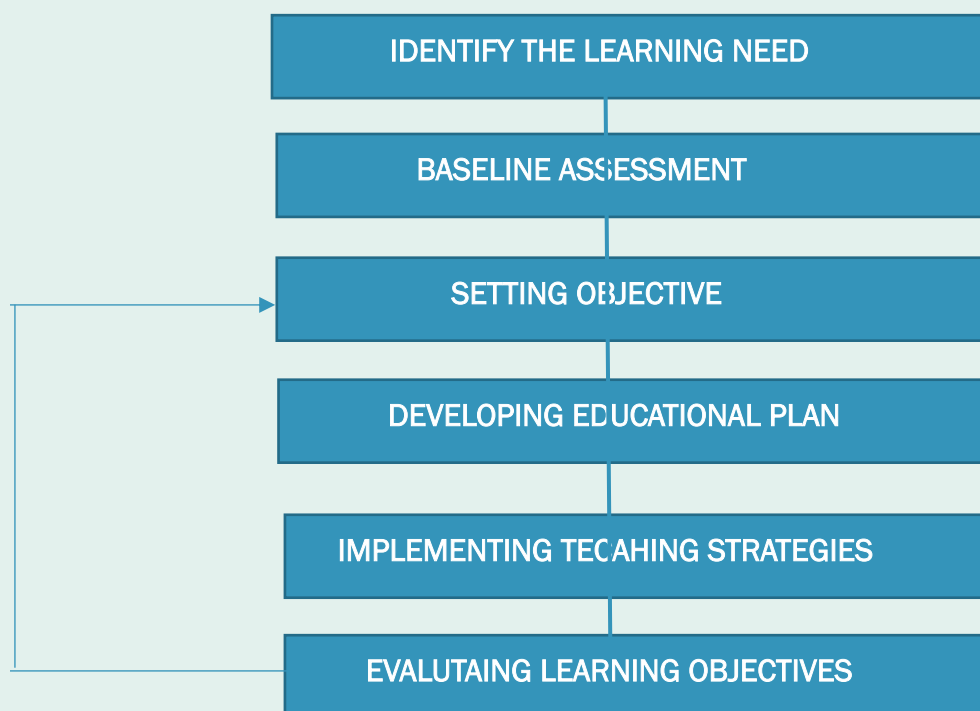
### 3.1 ASSESSMENT

A well structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended. Assessment is not something external to the learning environment or something added at the end of the learning process for administration purpose or parents reporting. It is an integral part of effective learning, where the children are provided with a feedback on their progress.

### 3.2 PURPOSES OF ASSESSMENTS

To identify the children's needs. To help the teacher to plan next. To indicate which specific educational objective has or has not been achieved. To serve as continuous evaluation. Set learning objectives and implementing curriculum programmes. Evaluate the effectiveness of curriculum of curriculum programmes & making adaptations to curriculum programmes.

### 3.3 ASSESSMENT FLOW



### 3.4 SYSTEM OF ASSESSMENT AND EXAMINATION

Classes	Type of Questions	Percentage
III to IX	Competency Based Questions in the form of MCQs, Case Based Questions, Source Based Integrated Questions or any other similar types	40%
	Objective Type Questions	20%
	Short Answer/ Long Answer Questions	40%
XI	Competency Based Questions in the form of MCQs, Case Based Questions, Source Based Integrated Questions or any other similar types	30%
	Objective Type Questions	20%
	Short Answer/ Long Answer Questions	50%

### TERM-WISE WEIGHTAGE OF MARKS

Term	Periodic Test(s)	Multiple Assessments	Portfolio	Subject Enrichment	Mid Term Exam / Annual Exam	Total Marks
First Term	05	05	05	05	30	50
Second Term	05	05	05	05	30	50

### INTERNAL ASSESSMENT -40 MARK

- I. Periodic Assessment - 10 marks
- II. Multiple Assessment - 10 marks
- III. Portfolio - 10 Marks
- IV. Subject Enrichment Activities - 10 Marks

### Grading Scale for Scholastic Areas (Classes III-VIII)

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E(Needs Improvement)



Subjects		Name of the Subjects
Compulsory	Subject-1	Language-1 (Hindi Course-A or Hindi Course-B or English Language & Literature)
	Subject-2	Language-2 (Any one from the group of language other than Language chosen at Subject -1)
	Subject-3	Mathematics
	Subject-4	Natural Science
	Subject-5	Social Science
Additional Subjects Optional	Subject-6	Skill Subject from the group of Skill Courses
	Subject-7	Language-3/ Any Academic subject other than opted above

Grading Scale for Scholastic Areas	
MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Essential Repeat)

### 3.5 TERM-WISE WEIGHTAGE OF MARKS OF CLASS XI

Subjects & Type of Assessment	Mid Term Exam Max. Marks	Annual Examination Max. Marks	Total Marks
Subjects involving Practical	Theory - 20 Practical- 10	Theory - 50 Practical- 20	Theory - 70 Practical- 30
	Theory - 10 Practical- 20	Theory - 20 Practical- 50	Theory - 30 Practical- 70
	Theory - 20 Practical- 15	Theory - 40 Practical- 25	Theory - 60 Practical- 40

Subjects involving Practical /Project/ Internal Assessment	Theory - 30 Proj/ Int Ass -10	Theory - 50 Proj/ Int Ass -10	Theory - 80 Project/ Int Ass -20
	Theory - 20 Internal Ass.-10	Theory - 50 Internal Ass.-20	Theory - 70 Internal Ass.-30
	Theory - 20 Practical- 20	Theory - 30 Practical- 30	Theory - 50 Practical- 50
	Theory - 10 Practical- 20 Internal Ass.-10	Theory - 20 Practical- 30 Internal Ass.-10	Theory - 30 Practical- 50 Internal Ass- 20

### 3.5 ASSESSMENT OF MINDSET CURRICULUM (FOR CLASSES III – IX & XI)

Term	Multiple Assessments (Internal Assessment)	Portfolio (Internal Assessment)	Mid Term Exam / Annual Exam	Total Marks
First	10	10	30	50
Second	10	10	30	50

### 3.6 HOUSE KEEPING PRACTICES

Make appropriate green lunch arrangements and follow the principles of reducing waste. Educate children to bring only healthy food and do not allow any junk food inside the campus. Encourage students the practice of sharing food once in a while atleast.

- a) Appoint designated staff member to follow up on the implementation of the energy saving measures in school premises.
- b) Monitor the usage of electricity, water and paper.
- c) Conduct routine checks to ensure unnecessary lighting/ air-conditioners/fans.
- d) During recesses, lunch breaks and after classes, switch off the lights/ air conditioners /fans/ computers/smart boards when nobody is in the class.
- e) Remind staff and students on regular basis of the need to save resources.

### 3.7 PARENT – TEACHERS MEETING

Parents and Teacher co-operation is essential to ensure the complete and harmonious development of child's personality. We therefore have parent teacher meeting at the end of Periodic assessments and at the end of each term.

### 3.8 EXTRA CLASSES AND REMEDIAL CLASSES

Extra classes and remedial classes will be taken in the school after the school hours. Remedial classes will be conducted for the learners who need extra support. Attendance is compulsory for these classes.

## School Rubrics

ELEMENTS		Current level	Expected during the TERM II
Teaching and Learning	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by majority of teaches. Most teachers have developed and implemented practices that put students at the centre of the learning process	Knowledge and understanding of how students learn is evident in the practice of all teachers through student centered teaching strategies and assessment methods.
		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 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.
		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.
		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 have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
Assessments for teaching (for, of and as learning) are 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 Assessments 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 are made through moderation.	
Organizational Structures	Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.	
	Some aspects have been reorganized to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.	
Performance and Development Culture	Teams of teachers plan for learning opportunities that meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practice to continually improve student learning.	
	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation.	
Community Building & Participation	The leadership team has a deep understanding of the System Framework and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has meta-view of the System Framework and provides clear direction for improving students learning that involves all staff, students and relevant aspects of the local community.	

**DESCRIPTOR 1: MODIFYING THE TEACHING LEARNING PROCESS**

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will be the impact looklike?
<ul style="list-style-type: none"> <li>• Lecture Method is used in most classes.</li> <li>• Assessment is done without sharing the rubrics with the students</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the Teacher Talking Time(TTT)</li> <li>• Teachers will adopt and adapt to the student centric approach</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be guides how to make smart Los</li> <li>• Actively participate in online/offline seminars.</li> <li>• Teachers will adopt Innovative Pedagogy (Story telling, gamification, collaboration learning by doing experiential learning.</li> <li>• Assessment rubrics will be shared with the students before the assessment.</li> </ul>	Principal ,HM, In charges, Coordinators	Starting from 01 <sup>st</sup> April 2022	<ul style="list-style-type: none"> <li>• Best practices of those schools will</li> <li>• Be shared with member schools of Hubs of learning.</li> <li>• Innovative Pedagogy will make the teaching learning process fruitful.</li> </ul>

**DESCRIPTOR 2: MAXIMISE USE OF AVAILABLE RESOURCES**

<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>		<b>STEP 4</b>	<b>STEP 5</b>
<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the timeline for implementation?</b>	<b>What will be the impact looklike?</b>
<p>Teachers are utilising the language lab, Science Park, AV Room, ATL lab and the sound recording room.</p>	<ul style="list-style-type: none"> <li>• Full functioning and use of labs, classroom equipment.</li> <li>• Hardware Health Check environment</li> <li>• Fasten Hardware Repair Work.</li> <li>• Connecting the common things to the purposeful studies with striking fusions.</li> <li>• Regular Instructor for the ATL.</li> </ul>	<p>Teachers will plan the lesson plan to use the resources appropriately.</p>	<p>Principal and the Authorized Committee Members.</p>	<p>From 01<sup>st</sup> April 2023</p>	<ul style="list-style-type: none"> <li>• School will show interest in providing more useful resources for the purpose of learning.</li> <li>• The teaching learning process will be more fruitful.</li> <li>• Will lead to Parent Satisfaction.</li> </ul>

**DESCRIPTOR 3: HONING ENGLISH COMMUNICATION SKILLS**

<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>		<b>STEP 4</b>	<b>STEP 5</b>
<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the timeline for implementation?</b>	<b>What will be the impact looklike?</b>
Students feel hesitant to communicate in English.	<ul style="list-style-type: none"> <li>• Minimal use of Hindi by the students and staff.</li> <li>• Edu Edge Module will be implemented to give students an edge.</li> <li>• Teachers have to be vigilant.</li> <li>• Secret monitors will be appointed.</li> <li>• Appreciate/Encourage Students for communicating in English.</li> <li>• Badges for students who communicate in English.</li> </ul>	Encouraging and improving reciprocally.	Principal, Teachers and Stakeholders.	February 01, 2023	Confidence of the students will rise. Students will be motivated to speak in English to earn a badge.

**DESCRIPTOR 4: EMPOWERING TEACHERS**

<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>		<b>STEP 4</b>	<b>STEP 5</b>
<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the timeline for implementation?</b>	<b>What will be the impact looklike?</b>
<ul style="list-style-type: none"> <li>• Teachers attend various virtual and offline workshops.</li> <li>• Appointment of subject coordinators to maintain uniformity in syllabus, methodology, assignments, notebook, mock question paper framing.</li> </ul>	<p>Teachers will cascade their take aways after attending workshops.</p>	<p>Teachers will be encouraged to conduct workshop for co- teachers.</p>	<p>Principal, Headmistress and In charges</p>	<p>01 April 2023</p>	<p>Empowered collaboration among teachers will be fortified</p>

### DESCRIPTOR 5: COLLABORATION OF RESOURCES

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will be the impact looklike?
<ul style="list-style-type: none"> <li>• Teachers make assignments individually for their classes.</li> <li>• Teachers use their own resources, pedagogy for teaching a lesson leading to disparity in all questions of the same standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will collaborate with their co teachers.</li> <li>• Collaboration with teachers of other schools will also be done.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will collaborate and will make question banks.</li> <li>• A pool of available resources for particular subject will be created.</li> <li>• The Question bank and pool of resources will be shared with other schools and their resources will be taken as an exchange.</li> </ul>	Principal ,HM, In charges, Coordinators	01 April 2023	<ul style="list-style-type: none"> <li>• Teachers will always have questions, resources easily available.</li> <li>• It will ease the pressure not getting quality material.</li> </ul>



**DESCRIPTOR 6: USING NEWSPAPER AS A TEACHING TOOL**

<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>		<b>STEP 4</b>	<b>STEP 5</b>
<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the timeline for implementation?</b>	<b>What will be the impact looklike?</b>
<ul style="list-style-type: none"> <li>• Newspaper reading is being encouraged in zero period/ Substitution periods.</li> <li>• Some teachers are using it as a pedagogy.</li> </ul>	Teachers of all subjects will make extensive lesson plans to use newspaper as a teaching tool.	Newspaper will be used to enhance language skills, general knowledge study and analyse statistical data, develop scientific temperament.	Principal ,HM, Coordinators	01 April 2023	Confidence of students about current affairs will be built. It will reduce brain drain as students will feel proud to know about the placement of media on the global map. The teaching learning process will be lively due to the use of innovative pedagogy.

**DESCRIPTOR 7: ENCOURAGING STUDENT APPRECIATION**

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will be the impact looklike?
<ul style="list-style-type: none"> <li>• Verbal Communication of the students dwelt upon.</li> <li>• Certificates are given only to the students who win co-scholastic activities.</li> </ul>	<p>Rubrics will be planned for class of the month/class of the year/student of the month/student of the year.</p>	<p>Certificates will be given to the students.</p>	<p>Principal ,HM, Coordinators</p>	<p>01 April 2023</p>	<ul style="list-style-type: none"> <li>• Students individual talent will be recognized.</li> <li>• Students confidence level will be boosted.</li> <li>• More students will be encouraged to take part in co-scholastic activities.</li> </ul>