



Bal Bharati
PUBLIC SCHOOL

NTPC SIPAT

ANNUAL PEDAGOGICAL PLAN

SESSION : 2025-26

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

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

SCHOOL INFORMATION

- i) School Name : BAL BHARATI PUBLIC SCHOOL
- ii) Complete Address with Phone number(s) : BAL BHARATI PUBLIC SCHOOL, UJJAWAL NAGAR NTPC SIPAT
- iii) Email ID : bbpssipat@balbharati.org
- iv) Website link : bbpssipat.balbharati.org
- v) Name of the Principal/ HOS : SHALABH NIGAM
- a) Contact No. : 8435919369
- b) Email ID : shalab.nigam@balbharati.org
- vi) School Details:
Year of Affiliation : from 2008 upto 31st March 2027
Affiliation No. : 3330083
School Code : 15027
- v) Type of School (Please tick the correct option):
vi)
- Middle/Secondary/Senior Secondary- Senior Secondary
 - Boys/Girls/Co-Education- Co-Education
 - Day School /Day Boarding/ Residential -(May tick more than one option)- Day School
 - Location Type : Urban / Rural/ Hilly Area-Rural
 - Is the School a Minority School? No
- viii) School Quality Accreditation Details (if any): -No

PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2024-25)

Vision, Mission, Values, Focus & Approach

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

Mission : Bal Bharati Public School, Sipat, managed by CES, is dedicated to inspiring students to reach the highest standards of intellectual, social, emotional, and moral development through a comprehensive and holistic approach to education.

We foster a nurturing and positive environment where students can engage with and learn from their peers, teachers, parents, and the broader community. Our goal is to equip students to become:

- Well-mannered, self-assured, adaptable, and empathetic individuals
- Holders of solid principles, wisdom, and vital competencies
- Continuous learners, ready for the challenges ahead
- Aware and engaged global citizens

Our Core Values:

- Honesty
- Reverence
- Contribution
- Superiority
- Open-mindedness
- Compliance
- Selflessness
- Bravery
- Empathy

Areas of Improvement

Following areas needs improvement

- Diversity and Equity
- Career-oriented Courses
- Tailored Instruction
- Customized Learning

- Adaptive Evaluation
- Evaluations for Growth
- Fostering Creativity, Intellectual Property, and Innovation

Our Focus

- High-Quality Learning
- Implementation of NEP and FLN
- Skill Development
- Educator Strengthening
- Responsible Tech Integration
- Promoting Student Voice and Choice
- Critical Thinking and Problem Resolution
- Hands-on Learning Experience
- Sustainable Development Objectives
- Mental Health and Mindfulness

Pedagogical Vision

At Bal Bharati Sipat, our mission is to unlock the inherent potential within each child while fostering an environment of quality education that promotes the holistic development of the mind, body, and spirit. We are committed to equipping students with essential 21st-century skills, empowering them to become ambassadors of Indian culture and responsible global citizens. A wide range of pedagogical strategies will be employed, with a particular focus on:

- Integrated Learning
- Group-based Learning
- International Awareness
- Inclusive Education
- Hands-on Learning
- Adaptive Teaching Methods
- Diverse Evaluation Methods
- Embedding SDGs

Our Teaching Learning Approach

Our teaching and learning methodology will be in alignment with the National Education Policy (NEP), promoting a learner-centered approach that emphasizes constructivism, collaboration, inquiry, reflection, and integration. The following stage-specific pedagogical strategies will be implemented:

Secondary Stage (IX-XII)

- Interdisciplinary Education
- Focus on critical analysis, flexibility, and subject selection

Middle Stage (VI-VIII)

- Learner-driven approach
- Emphasis on discipline-specific expertise
- Focus on skills enhancement
- Inquiry-based pedagogy

Preparatory Stage (III-V)

- Hands-on learning
- Cross-disciplinary integration of arts and sports
- Exploration-based learning
- Emphasis on developing language and numeracy skills
- Playful and activity-centered methods

Foundation Stage (Preschool - Class II)

- Play-based approach
- Self-directed, personalized learning
- Collaborative group learning
- Focus on self-awareness and communication
- Emphasis on language acquisition

Institutional Goals

Annual Goals	<ul style="list-style-type: none"> ● Promotion of academic excellence ● Enhancing student development through community engagement initiatives ● Equipping students and educators with cutting-edge innovations and technologies ● Creating a safe, sustainable, and modern infrastructure ● Holistic growth of students through extracurricular and co-curricular
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	<p>activities</p> <ul style="list-style-type: none"> ● Fostering a global perspective among students ● Shaping well-rounded personalities through value-driven education ● Achieving excellence in sports
Strategies	<ul style="list-style-type: none"> ● Adopting and innovating the latest teaching methods to ensure academic distinction. ● Organizing and launching community outreach initiatives. ● Implementing infrastructure development plans at various levels within the school. ● Planning and executing engaging and purposeful co-curricular activities on an annual basis. ● Establishing student exchange programs with other institutions to cultivate a global outlook. ● Creating an extensive sports program for students each year.
Long Term Goals	<ul style="list-style-type: none"> ● Leveraging technology to improve learning results ● Strengthening the Sports Enrichment Program
Strategies	<ul style="list-style-type: none"> ● Integrating technology through knowledge-building sessions in Artificial Intelligence ● Setting up Evening Sports Academies to foster sports development

Constitution of Pedagogical Plan Committee

Name	Designation	Role in PPC
Shalabh Nigam	PRINCIPAL	Initiating, Planning, Guiding and Monitoring
Pooja Singh Baghel, Bijan Kumar Mandal, Vishnu Shrivastava, Debarati Ghosh	PGTs	Planning, Guiding and Execution
HODs	HODs	Planning, Guiding and Execution

PPC Meetings to Develop APP (JANUARY TO MARCH 2024)

DATE	STAKE HOLDERS CONSULTED	REMARKS
January 2025	<ul style="list-style-type: none"> ● Principal ● Examination Department ● CCA Incharge ● Sports Incharge ● Club Incharges ● HODs 	<ul style="list-style-type: none"> ● Planning of the year long calendar of activities - co-curricular, club activities, Bagless days, interschool prog. ● Planning the assessment schedule and PTMs ● Planning of School functions ● Planning calendar of Sports Activities ● Planning special Morning Assemblies and Bagless day.
February 2025	<ul style="list-style-type: none"> ● Principal ● Examination Department ● CCA Incharge ● Sports Incharge ● Club Incharges ● HODs ● Time Table Incharge 	<ul style="list-style-type: none"> ● Framing the staff duty list ● Calculation of workload & timetable allotment ● Developing Pedagogical plans department wise
March 2025	<ul style="list-style-type: none"> ● Principal ● Examination Department ● HODs ● School Counsellor ● Special Educator 	<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

DATE	STAKEHOLDERS CONSULTED	REMARKS
Meetings Held once Fortnightly	<ul style="list-style-type: none"> ● Principal ● Examination Department ● CCA Incharge ● Sports Incharge ● Club Incharges ● HODs ● School Counsellor ● Special Educator 	<ul style="list-style-type: none"> ● Monitor the execution of pedagogical plans in alignment with established guidelines. ● Identify subject-specific areas for improvement based on observations and feedback from Heads of Department (HODs). ● Oversee the implementation and review of planning in accordance with directives from CBSE, DOE, Academic Council, and the 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 ● Video conferencings ● Minutes of Meetings 	<ul style="list-style-type: none"> ● All important academic and non-academic aspects of school functioning are discussed and approved. ● Budget and Balance Sheet are approved 	<ul style="list-style-type: none"> ● Quarterly meetings ● Involved in school programmes as per expertise ● Invited for major school functions

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 ● PTMs. 	<ul style="list-style-type: none"> ● Parents are allowed to meet the Principal , HODs, Incharges and teachers ● Parents are invited to attend school functions exhibitions and workshops ● PTA executive body functions as per norms 	<ul style="list-style-type: none"> ● Regular PTMs ● Quarterly PTA executive body meetings
Faculty/Staff	<ul style="list-style-type: none"> ● General Body Meetings ● Departmental Meetings ● Faculty Meetings ● Whatsapp Groups ● Teachers' Handbook ● Personal Letters ● Emails 	<ul style="list-style-type: none"> ● Curriculum planning ● Pedagogical planning ● Planning of Innovative activities for the session ● Organization of school functions ● Coordinating students' activities ● Coordinating parental engagement 	<ul style="list-style-type: none"> ● Faculty trainings as per requirement ● Teacher well being activities like yoga sessions, sessions on health, financial literacy,POCSO, NEP etc
CBSE	<ul style="list-style-type: none"> ● Email communication through CBSE Shiksha Id ● Letters ● Telephonic conversation 	<ul style="list-style-type: none"> ● Exam Coordinators 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"> ● Practical Examination,Spot Evaluation and center for CTET examination ● CBSE activities as per schedule

Students	<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">● Student Council● Members of various school committees	As per the school calendar
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SECTION – I
REFLECTIONS FROM THE YEAR(2025-26)
AS PER SCHOOL RECORDS

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

CLASS	Bal Vatika-I, Bal Vatika-II & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
Number of Sections	4	2	2	2	2	2	2	2	2
Students on Roll	131	93	83	61	71	67	73	80	85

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONA L
Number of Sections	2	2	2	2	1	2		
Students on Roll	74	67	68	47	54	61		

A2 School Academic Performance:

Pass Percentage during the last Academic Session:

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE
I	84	84	100
II	72	72	100
III	77	77	100
IV	75	75	100
V	84	84	100
VI	89	89	100
VII	88	93	100

VIII	82	82	100
IX	75	72	96
X	73	71	97.2
XI	60	47	78.33
XII	36	36	100

A3 Board Examination at a Glance

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 91% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 81% TO 90%	SPECIAL REMARKS (IF ANY)
X	73	71	97.2	22	15	
XII	36	36	100	1	09	

A4 Student Placement Detail:

- a) Number of students appeared in Class XII Examination 36
- b) Admissions in Professional courses in the Current Academic Session

COURSE/COMPETITION	NUMBER OF STUDENTS SELECTED	SPECIAL REMARKS (IF ANY)
Engineering	01	
Medical		
NDA		
Law		
IVY League Colleges		
NIFT		
NID		
Any other		

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

1. Academic Achievements (UNIT SPECIFIC) -<https://bbpssipat.balbharati.org/achievement/>
2. Sports Achievements (UNIT SPECIFIC)-<https://bbpssipat.balbharati.org/achievement/>
3. School Accolades (UNIT SPECIFIC)-<https://bbpssipat.balbharati.org/school-ranking-and-award/>
4. Co-Scholastic Achievements (UNIT SPECIFIC)- <https://bbpssipat.balbharati.org/achievement/>

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

DEPARTMENT	LINK
PRE PRIMARY	https://docs.google.com/document/d/1Ys2gPLlc-X-PFWAELvJ7gEeEa8k62LLmfkbohDK8nXU/edit?usp=drive_link
PRIMARY	https://docs.google.com/document/d/1Ys2gPLlc-X-PFWAELvJ7gEeEa8k62LLmfkbohDK8nXU/edit?usp=drive_link
MIDDLE	https://docs.google.com/document/d/1Ys2gPLlc-X-PFWAELvJ7gEeEa8k62LLmfkbohDK8nXU/edit?usp=drive_link
SECONDARY	https://docs.google.com/document/d/1Ys2gPLlc-X-PFWAELvJ7gEeEa8k62LLmfkbohDK8nXU/edit?usp=drive_link

A 7 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:

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

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

<u>Actionable 1:</u> Ascertain the needs for professional development through collaborative practices.	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. 			✓		
<ul style="list-style-type: none"> Encourage teachers to enroll for online professional courses for advanced learning. 				✓	
<ul style="list-style-type: none"> Hold teacher seminars where best practices are shared across grade levels and subjects. 			✓		
<ul style="list-style-type: none"> Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse. 			✓		
<ul style="list-style-type: none"> Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric. 		✓			

<p><u>Actionable 3:</u></p> <p>Promoting reflective thinking and meta cognitive thinking practices amongst the teachers</p>					
<ul style="list-style-type: none"> PaDevelop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy. 		✓			
<ul style="list-style-type: none"> Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice. 		✓			
<ul style="list-style-type: none"> 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. 				✓	
<ul style="list-style-type: none"> Challenge teachers to continually examine the extent to which their practices support student learning. 			✓		

Actionable 4:					
Empowering teachers to become agents of change					
<ul style="list-style-type: none"> Teachers could carry out action research 			✓		
<ul style="list-style-type: none"> Believe in teachers' ability to seek and provide solutions. 				✓	
<ul style="list-style-type: none"> Practice distributed leadership to improve overall school systems, processes and environment. 				✓	
<ul style="list-style-type: none"> Create a collaborative culture in the school for teachers to work together. 				✓	
<ul style="list-style-type: none"> Encourage teachers to identify areas of the school where change could be brought through Action Research. 			✓		
<ul style="list-style-type: none"> Develop teachers' capacity to undertake Action Research. 			✓		
<ul style="list-style-type: none"> Assessment of the Professional Development Programme at school 			✓		

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

Actionable 1:	1	2	3	4	5
Creating a Culture of Innovation					
<ul style="list-style-type: none"> Build expertise, knowledge and necessary skills of teachers and students. 			✓		

<ul style="list-style-type: none"> • Provide the freedom to explore and the time for ideas to incubate and develop. 				✓	
<ul style="list-style-type: none"> • Allow flexibility and risk-taking, with no fear of judgement. 				✓	
<ul style="list-style-type: none"> • Provide intellectual stimulation by bringing together groups of students and teachers • of diverse interests, subject knowledge and skill sets to work together. 			✓		
<ul style="list-style-type: none"> • Promote a growth mindset where failure is seen as a stepping stone to success. 			✓		
<ul style="list-style-type: none"> • Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning. 				✓	
<p><u>Actionable 2 :</u></p> <p>Expand the perspectives of teachers to implement innovative pedagogies</p>					
<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. 			✓		
<p>Actionable 3:</p> <p>Opportunities for student learning and innovation.</p>					
<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. 			✓		
<ul style="list-style-type: none"> Give voice to student ideas, encouraging them to take initiatives at school. 			✓		
<ul style="list-style-type: none"> Widen students' perspectives and horizons by inviting experts from different fields. 			✓		
<ul style="list-style-type: none"> Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists. 				✓	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> • Create a common understanding that the purpose of teaching learning is to make students future-ready. 			✓		
<ul style="list-style-type: none"> • Dialogue with teachers to deconstruct theories of learning. 			✓		
<ul style="list-style-type: none"> • Encourage teachers to develop what good teaching and learning would look like in the classroom. 			✓		
<ul style="list-style-type: none"> • Co-construct mechanisms, with teachers, that would help evaluate classroom practices. 			✓		
<ul style="list-style-type: none"> • Create a conducive environment for learning. 				✓	
<p><u>Actionable 2:</u> Create a conducive environment for learning</p>					
<ul style="list-style-type: none"> • Acknowledge teachers as the leaders of classroom instructional practice that guides student learning. 				✓	
<ul style="list-style-type: none"> • 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. 			✓		
<p><u>Actionable 4:</u></p>					

Build teacher competency in using data to improve Teaching Learning Process.					
<ul style="list-style-type: none"> Assist teachers in understanding the importance of student assessment for improving learning. 			✓		
<ul style="list-style-type: none"> Focus on assessments for and as learning. 			✓		
<ul style="list-style-type: none"> Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students. 			✓		
<ul style="list-style-type: none"> Collaborate with teachers while interpreting the data on student assessment to design action research programmes. 			✓		

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

<u>Actionable 1:</u>	1	2	3	4	5
Creating the 'social glue' by building a culture of trust and self-improvement.					
<ul style="list-style-type: none"> Practice the habit of 'understand others and seeking to be understood by others'. 				✓	
<ul style="list-style-type: none"> Encourage positivity and empathy among stakeholders. 				✓	
<ul style="list-style-type: none"> Create opportunities for staff and students' wellbeing. 				✓	
<ul style="list-style-type: none"> Celebrate success stories with the larger school community. 				✓	

<ul style="list-style-type: none"> ● Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities. 				✓	
<ul style="list-style-type: none"> ● Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students. 				✓	
<ul style="list-style-type: none"> ● Be a role model for teachers and students and demonstrate that a principal is a life- long learner. 				✓	

<p><u>Actionable 2:</u></p> <p>Developing policies and systems that support a culture of learning by including all stakeholders.</p>					
<ul style="list-style-type: none"> ● Establish an open-door policy and transparent communication amongst stakeholders. 				✓	
<ul style="list-style-type: none"> ● 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. 				✓	
<ul style="list-style-type: none"> ● Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders. 				✓	
<ul style="list-style-type: none"> ● 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. 			✓		
<ul style="list-style-type: none"> ● Hold students, teachers and para teachers accountable by being transparent. 				✓	
<ul style="list-style-type: none"> ● 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. 				✓	
<ul style="list-style-type: none"> ● Ensure decisions are backed by research and are data driven. 			✓		

<p><u>Actionable 3:</u></p> <p>Keeping students at the heart of the learning culture.</p>					
<ul style="list-style-type: none"> ● Set high expectations for students and communicate these effectively. 				✓	
<ul style="list-style-type: none"> ● Provide challenging opportunities for students to learn experientially, innovatively and collaboratively. 				✓	
<ul style="list-style-type: none"> ● Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles. 			✓		
<ul style="list-style-type: none"> ● 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. 			✓		
<p><u>Actionable 4:</u></p> <p>Encouraging teachers to deepen learning.</p>					
<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. 			✓		

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

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

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

<ul style="list-style-type: none"> Emphasize group processes and a problem-solving approach. 			✓		
<ul style="list-style-type: none"> Practice distributed leadership that seeks to empower and inspire participatory decision-making. 			✓		
<p><u>Actionable 3:</u></p> <p>Adopting Inclusive teaching practices</p>					
<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. 			✓		

<p><u>Actionable 4</u></p> <p>Supporting student learning</p>					
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 made considerable investments in empowering teachers, but there is still considerable progress to be made in encouraging reflective thinking and metacognitive practices among staff. To enhance self-awareness in teaching, it is crucial to design and integrate tools such as checklists, rubrics, and reflective journals.
Initiating innovations in the school	During the 2024-2025 academic year, the school has taken steps to cultivate a culture of innovation. However, there is a need to deepen collaboration with local, national, and international schools, colleges, universities, and organizations to further promote and amplify innovative practices.
Leading the teaching learning process	The school fosters a supportive environment that promotes meaningful teaching and learning, with teachers working together on planning and pedagogical innovation. All essential policies to maintain a psychologically safe environment are in effect. However, there is a need to enhance parental engagement to encourage more active involvement in their child's educational experience.
Developing a learning culture	The school curriculum emphasizes the development of essential 21st-century skills, with a strong focus on coding, Effective Written and Oral Communication, Collaborative Problem Solving and more. Strategies need to be developed to encourage students to identify and address real-world problems through design thinking projects.
Building a culture of inclusion	The school upholds an inclusive education policy that is carried out with genuine dedication. Individualized Education Plans (IEPs) are created to support differentiated instruction for students with special needs. However, greater emphasis is needed on integrating ICT, digital tools, and assistive technologies to enrich the learning experience for these students.

A9 Whole School Rubrics

WHOLE SCHOOL RUBRICS					
ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	All teachers demonstrate a clear understanding of how students learn, reflected in their use of a wide range of student-centered instructional strategies and diverse assessment approaches.
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	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.	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 necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement / future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.
ORGANISATIONAL STRUCTURES		Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed	Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning.	Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.

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

SECTION – II
PLAN FOR THE ACADEMIC YEAR (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	2	2	2	2	2	2	2	2
Students on Roll	131	93	83	61	71	67	76	81	84

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	2	2	2	2	PCM-English Core, physics chemistry, Maths, Csc & PE	English Core, Accountancy, Bst, Economics, IP, Maths, Applied Maths & PE	NA	NA
Students on Roll	74	66	68	47	PCB-English Core, physics chemistry, Biology, Csc & PE			

A2) Staff Detail:

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

GROUP	REGULAR	CONTRACTUAL	PART-TIME	NUMBER OF TEACHERS	
				TRAINED	UN-TRAINED
Pre School (3 years)	4	1	NA	5	0
Grades 1 & 2	7	1	0	8	0
Preparatory (3 to 5)	10	1	0	10	0
Middle (6 to 8)	11	0	0	11	0
Secondary (9 & 10)	14	0	0	14	0
Secondary (11 & 12)	9	0	0	9	0

Supervisory Heads	NA	NA	NA	NA	NA
Special Educator	0	1	0	1	NA
PETs	2	0	0	2	NA
Librarian	1	0	0	1	NA
Music Teachers	1	0	0	1	NA
Dance Teachers	1	0	0	1	NA
Yoga Teacher	1	0	0	1	NA
Counsellor	1	0	0	1	NA
Others (if any)	0	0	0	0	NA
Art	1	0	0	1	NA
Lab Asstt. / Attnd.	1	0	0	1	NA
Coaches		0	2	2	NA
Drama Tr.	0	0	0	0	NA
Total		3			

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.
BALA (BUILDING AS A LEARNING AID)	one each	PRE- PRIMARY/PRIMARY/SEC/SR. SEC-
Library	one	PRE- PRIMARY/PRIMARY/SEC/SR. SEC
Laboratories	5	PRE- PRIMARY/PRIMARY/SEC/SR. SEC
Activity Rooms	3	PRE- PRIMARY/PRIMARY/SEC/SR. SEC
Resource Centre	1	PRE- PRIMARY/PRIMARY/SEC/SR. SEC

Atal Tinkering Lab	NA	NA
Business Lab	NA	NA
3D Lab	NA	NA
Internet enabled networked classrooms with Interactive panels	Internet enabled networked classrooms 1.Extramarks projector -12 units 2.Interactive panels-16	NA
Tabs	NA	NA
EMBIBE	NA	NA

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
Shalabh Nigam	
Pooja Singh Baghel	Member
Bijan Mandal	Member
Vishnu Shrivastava	Member
N. K Shivhare	Member
Debarati Ghosh	Member

Lavesh Giri	Member
Rajshree Pathak	Member

B2) Selection of books and study material – The books and study material are finalised at the CES level and preferably NCERT books are recommended. <https://bbpsipat.balbharati.org/list-of-text-books/>

LINK OF CENTRALIZED BOOKLIST

B3) Detailed syllabus of each class - Provide School website links of the detailed syllabus for each class (as per the given suggested format) <https://bbpsipat.balbharati.org/syllabuscurriculum/>

MONTH	NUMBER OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOMES	INTERDISCIPLINARY	TEACHING LEARNING STRATEGIES	ASSESSMENT TOOLS	RESOURCES USED
MENTIONED IN LINK							

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 https://drive.google.com/drive/folders/1Bt71zUAW5LiWseQojdnngthVfr9o5si1?usp=drive_link

B5) Scheme of Studies, Assessment and Parameters of Assessment- <https://bbpsipat.balbharati.org/promotion-policy/>

(a) Subjects offered at various levels

Grade wise number of subjects(with instructional periods)

Stakeholders → Class↓	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8
PS	English	Hindi	Maths	Evs				
PP-I	English	Hindi	Maths	Evs				
PP-II	English	Hindi	Maths	Evs				
Class-I	English-6	Maths-6	EVS-6	Hindi-5	GK-1	Csc-3	Mus/Dance/art/ Yoga/Games/Lib-14	VE-4
Class-II	English-6	Maths-7	EVS-6	Hindi-5	GK-1	Csc-3	Mus/Dance/art/ Yoga/Games/Lib-12	VE-3
Class-III	English-6	Maths-7	EVS-6	Hindi-5	GK-1	Csc-3	Mus/Dance/art/ Yoga/Games/Lib-12	VE-3
Class-IV	English-6	Maths-7	EVS-6	Hindi-6	GK-1	Csc-4	Mus/Yoga/lib//Danc e/art-12	
Class-V	English-6	Maths-7	EVS-6	Hindi-6	GK-1	Csc-4	Mus/Yoga/lib//Danc e/art-12	
Class-VI	English-6	Maths-5	Science-6	Hindi-6	SSc-6	Sanskrit-5	GK-1	Csc-2
Class-VII	English-6	Maths-5	Science-6	Hindi-6	SSc-6	Sanskrit-5	GK-1	Csc-2
Class-VIII	English-6	Maths-5	Science-6	Hindi-6	SSc-6	Sanskrit-5	GK-1	Csc-2
Class-IX	English-6	Maths-8	Science-9	Hindi-7	SSc-8	Sanskrit-7	AI-4	music/dance/art- 4
Class-X	English-6	Maths-8	Science-9	Hindi-7	SSc-8	Sanskrit-7	AI-4	music/dance/art- 4
Class-XI and XII Sc (1 hr period)	English core-6	Maths-6	biology-6	Physics-6	Chemistry-6	CSc-6	PE-6	
Class-XI and XII c	English core-8	Accountancy-8	BSt-8	Economics-8	Maths-8	Applied Maths-NA	IP-8	PE-7

(b) **Instructional time**

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

<https://bbpssipat.balbharati.org/class-timetable/>

(c) **Scheme of Assessment and Parameters of Assessment.**

Please attach links of

1 Examination Policy and Schedule :<https://bbpssipat.balbharati.org/exam-schedule/>

2 Promotion Policy : <https://bbpssipat.balbharati.org/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.(The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains as per the setting of norms, standards and guidelines for student assessment and evaluation for all recognized school boards.The progress card will include self-assessment, peer assessment and teacher assessment)-
Report card format as per CES and CBSE guidelines: <https://cbseacademic.nic.in/hpc.html>

C. Student Development Plan

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

DEPARTMENT	Best Practices
PRE PRIMARY	<ol style="list-style-type: none">1. Using the Montessori Apparatus.2. Activity based learning.3. Thematic based learning.4. Emphasizing play based learning & physical movement activity.5. Continuous Assessment.
PRIMARY	<ol style="list-style-type: none">1. Participation in the Hub of learning inter school activities.2. FLN activities3. WISE TIME hands on kits and SHIN programme activities for Enquiry based learning4. Empathy and communication skill activities5. Nature Walk, visiting and caring for Herbal garden, Environmental educational

	<p>campaigns and DIY activities</p>
<p>MIDDLE</p>	<p>Here are some best practices for schools to support the overall development of children at this stage:</p> <p>1. Academic Support & Rigorous Curriculum</p> <ul style="list-style-type: none"> ● Differentiated Learning: Recognize the varying learning speeds and styles of students. Use a mix of visual, auditory, and kinesthetic approaches to cater to diverse learning needs. ● Active Learning Techniques: Encourage interactive methods like group discussions, project-based learning, peer teaching, and problem-solving exercises. This promotes critical thinking, collaboration, and practical application of knowledge. ● Regular Assessments: Instead of relying solely on exams, include a combination of quizzes, assignments, class participation, and creative projects. This reduces stress and helps identify gaps in learning early. ● Remedial Classes: Offer additional support for students who need help, ensuring that no child is left behind. It can be in the form of after-school tutoring, study groups, or online resources. ● Integration of Technology: Use educational apps, multimedia resources, and online learning platforms to make learning more engaging and accessible. <p>2.Extracurricular Activities (ECA)</p> <ul style="list-style-type: none"> ● Sports and Physical Activities: Regular physical activity improves concentration, discipline, and physical health. Offer a range of options such as sports, athletics, yoga, and dance to cater to various interests. ● Arts and Creativity: Encourage participation in music, drama, art, and dance to stimulate creativity, boost self-confidence, and provide an outlet for emotional

expression.

- **Clubs and Societies:** Organize clubs like science, literature, debating, environment, or cultural clubs that allow students to explore their passions, build leadership skills, and promote teamwork.
- **Community Engagement:** Plan field trips, social service projects, and environmental initiatives to help students develop a sense of responsibility, social awareness, and civic duty.
- **Festivals and Events:** Organize inter-school competitions, annual functions, or talent shows to build a sense of camaraderie and showcase students' talents in different fields.

3. Parental Involvement

- **Regular Parent-Teacher Meetings:** Regularly update parents on their child's academic progress, emotional well-being, and social development. Encourage parents to be actively involved in their child's learning journey.

4. Developing Life Skills

- **Financial Literacy:** Introduce basic concepts of saving, budgeting, and financial planning to prepare students for real-world challenges.
- **Communication Skills:** Emphasize the importance of effective communication, both in writing and speaking. Encourage students to participate in debates, discussions, and presentations.
- **Ethics and Values:** Integrate moral education into the curriculum to teach respect, responsibility, honesty, and integrity. This helps students develop strong character. For inculcating values among the children school periodically conducts Awakened citizenship programme.

5. Inclusive and Supportive Environment

- **Safe and Respectful Environment:** Create a school culture that is free from bullying,

	<p>discrimination, and bias. Promote respect for diversity and inclusion through activities and awareness programs.</p> <ul style="list-style-type: none"> ● Support for Special Needs: Ensure that children with learning disabilities or other challenges are given the resources and accommodations they need to succeed. ●
SECONDARY, Senior Secondary	<p>School participated in various activities under the Hub of Learning, for the purpose of collaborative growth, promoting self-improvement and for ensuring the enhancement of the quality of education.</p> <ol style="list-style-type: none"> 1. Initiation of IT Club, Coding, Python, ,Artificial Intelligence, Maths and Science Exhibitions 2. Financial literacy modules are run in weekly for students of class VI and upwards.. 3. Motivational sessions are organised with renowned speakers. 4. Remedial classes are regularly planned and conducted as per requirement 5. Peer learning

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

1.Understanding Students' Needs (KYS -Know your students)

knowing the class allows teachers to create a more effective, responsive, and supportive learning environment. This approach not only enhances academic performance but also contributes to the overall development of students.

- Tailored Instruction: Knowing students' learning styles, strengths, and weaknesses allows teachers to customize their lessons to meet individual needs.
- Engagement: When lessons are relevant and interesting to students, they are more likely to be engaged and motivated to learn.
- Building Relationships: Knowing students personally helps in building trust and rapport, which can lead to better behaviour and cooperation in class.
- Addressing Diversity: A deep understanding of students' backgrounds and abilities allows teachers to differentiate instruction, ensuring all students can access and benefit from the lesson.

- **Effective Use of Resources:** Teachers can choose appropriate resources and materials that resonate with their students' interests and learning levels.
- **Adapting to Feedback:** Understanding students helps teachers to quickly adapt their teaching strategies based on student feedback and performance.

2. USE OF APPROPRIATE TEACHING METHODOLOGY FOR EFFECTIVE LESSON PLAN:

By aligning teaching methodologies with the specific needs of the topic, teachers can create a more effective and engaging learning experience. This approach not only enhances understanding but also caters to the diverse learning styles of students

- **Relevance and Interest:** Different topics require different approaches to capture students' interest. For instance, a hands-on activity may be more engaging for a science experiment than a lecture.
- **Interactive Learning:** Appropriate methodologies promote active participation and engagement, making learning more enjoyable and effective.
- **Addressing Diversity:** Different teaching methods accommodate various learning needs and backgrounds, making education inclusive. For example, collaborative learning can help shy students engage more comfortably.
- **Differentiated Instruction:** Tailoring methodologies to students' abilities ensures that everyone can progress at their own pace, providing support where needed.

3.EFFECTIVE USE OF CBSE RESOURCES

*ICT

*SAFAL Structured Assessment For Analyzing Learning-A Competency-based Assessment for Grades 3, 5 and 8

([https://cbseit.in/cbse/2021/SAFAL/\(S\(ily5fw1s3wjsehj32o2yfnit\)\)/](https://cbseit.in/cbse/2021/SAFAL/(S(ily5fw1s3wjsehj32o2yfnit))/))

*DIKSHA PORTAL -

*Competency-based education (CBE)<https://cbseacademic.nic.in/cbe/>

SCHOOL INNOVATION COUNCIL-Ministry of Education's Innovation Cell and AICTE has launched School Innovation Council programme for schools across the country. The Programme aims at fostering the culture of Innovation, Ideation, Creativity, Design Thinking and Entrepreneurship in Schools. SIC will promote out of box thinking in school education as envisioned in National Innovation and National Education Policy 2020.(<https://sic.mic.gov.in/>)

4.Assessment

Assessment should be frequent and thorough. It is advisable to conduct assessments (class tests) after the completion of each chapter. These assessments should focus on evaluating competencies such as understanding, application, evaluation, and synthesis, rather than merely testing memory and rote learning. Providing regular, constructive feedback for each assessment is essential. Immediately after the assessment, correct answers with key points and common errors should be reviewed and discussed.

5. Remedial classes:

Remedial classes are a vital component of an inclusive education system, ensuring that every student has the opportunity to succeed academically. By

implementing these strategies, schools can support slow learners effectively and help them achieve their full potential. Remedial classes are designed to support slow learners by providing them with the necessary tools and techniques to overcome their learning difficulties.

6. Feedback and Improvement:

Providing constructive feedback to students on their performance and use assessment data to inform instruction and address learning gaps.

7. Parental Involvement:

Active parental involvement in their children's education through regular communication, parent-teacher meetings, and workshops.

8. Monitor and Track Progress:

Use of data-driven approaches to monitor and track student progress and make informed decisions to enhance academic outcomes.

C2 Performance Enhancement Action Plan

It's easy for some students to grasp things easily in one go, while some students might have to read the same thing several times in order to have a clear understanding of that particular concept. Such students need special attention and focus from the teachers to clarify their concepts better. Performance Enhancement action plan are to be designed to close the gap between what students know and what they're expected to know and achieve expected competencies

Action Plan- Remedial Measures https://docs.google.com/document/d/1nexZ8pOA_4d6GsTrfEXACRuGk1_D-_mp/edit?usp=sharing&oid=107360792841654146993&rtpof=true&sd=true

C3 Support for Gifted Students/Students with Special Talents

- Schools will adhere to the NCERT and NCTE guidelines to support the education of gifted children.
- Teachers will motivate students with unique interests and talents by providing them with supplementary enrichment materials and guidance.
- Participation in Olympiads and competitions in various subjects will be organized across the country.
- Additionally, online apps featuring quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed to facilitate group activities.

C4 Addressing diversity in class and Inclusive Education: Schools must formulate their own Inclusive Policy based on the following suggestive guidelines Inclusion and Participation

Students should not feel excluded from the rest not only in the classroom but also in informal settings, during breaks, play, or mealtimes.

Teachers also need to ensure that students belonging to different genders, socio-economic groups, and with differential abilities interact with one another and develop meaningful bonds.

There need to be processes that help Teachers become aware of their own biases and stereotypes, and how these get reinforced in their classroom practices.

It is important for school teams to assess if their approaches and methods are being inclusive, and not merely assume that they are. Addressing diversity in the classroom

- Knowing the students
- Sensitisation activities in the class (students can present information about their culture, faith region etc in the form of presentation or session)
- Session for teachers to promote cultural sensitivity.

Kindly attach a link of the School inclusivity policy .-[Inclusion Policy- BBPS-1.pdf](#)

C5 Co-Scholastic Activities

(a) School Activity Calendar - Provide the link (

https://drive.google.com/drive/folders/1IN0vFFtlspTgvxtmuLZEKLWTPrZboncc?usp=drive_link)

C6) Clubs (Enter details for all clubs classwise, ONE CLUB HAS BEEN FILLED FOR REFERENCE)

Class	Name of the Club	Link for the activities planned	Learning Outcomes for each activity planned	No of students enrolled along
Primary	Skill Clubs	https://drive.google.com/file/d/1JCMTpHBVN-rkArAPYBwgKUymWnTS3ejU/view?usp=drive_link	As per link shared	As per link shared
Senior	The Eco Club	https://drive.google.com/file/d/1Cl-U-Qnzg_7exfsXaM-7Yw3QZBp-CRCJ/view?usp=drive_link	As per link shared	As per link shared

C7 Building Scientific Temperament (Give links of all the activities taken up under the aegis of School Science Cub, ATL Club, School Innovation Cell etc.) <https://drive.google.com/file/d/1kk-hZpMYCjIDFkirRJPOnHnbCfeK4L-I/view?usp=sharing>

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

<https://docs.google.com/document/d/1ewHBU-2P4GFAAJ0ICe9Vrg8pxdReV46/edit>

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)

https://drive.google.com/file/d/1tyVcn1ZXLoueo183COJIt0ts4DLTa2XC/view?usp=drive_link

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

https://drive.google.com/file/d/1kBC1hOKKRqy_E7hkarflrpnASCdP_qhC/view?usp=drive_link

CLASS	ACTIVITY	MONTH/WEEK/DATE	LEARNING OUTCOME
MENTIONED IN LINK	MENTIONED IN LINK	MENTIONED IN LINK	MENTIONED IN LINK

C11) International Dimension Activities

MONTH/WEEK	ACTIVITY	LEARNING OBJECTIVE	PROPOSED SCHOOLS FOR COLLABORATION
Sept to dec 2025	ASIA KAKEHASHI INTERCULTURAL SCHOLARSHIP PROGRAM - Tanisha Sahu, a student of Class XII has been selected for the prestigious Asia Kakehashi Intercultural Scholarship Program in Japan. This program provides students with an opportunity to experience cultural exchange, global learning, and academic enrichment. It is a fully sponsored scholarship program with participating students from 27 countries.		

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

https://drive.google.com/file/d/14IMaC1en22r5bBFsAriAbNs0qNveYzLG/view?usp=drive_link

MONTH/WEEK/DATE	ACTIVITY/PROJECT	NO. OF STUDENTS	CLASS(ES)
MENTIONED IN LINK	MENTIONED IN LINK	MENTIONED IN LINK	MENTIONED IN LINK

C13) Co-curricular / Bal Sabha Activities (Please mention any other activity that has not been mentioned above)

NAME OF THE ACTIVITY	LINK FOR THE ACTIVITIES PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED	NO OF STUDENTS PARTICIPATED ALONG WITH CLASSES
Co-curricular	https://drive.google.com/file/d/1qH0A0-qUfoHGFCt3GVdP8HhdV78T6Sg1/view?usp=drive_link	MENTIONED IN LINK	MENTIONED IN LINK
Bal Sabha Activities	https://drive.google.com/file/d/1JCMTpHBVN-rkArAPYBwgKUymWnTS3ejU/view?usp=drive_link	MENTIONED IN LINK	MENTIONED IN LINK

C14) Sports Activities (as per School Sports calendar)

https://drive.google.com/file/d/1z35rsBpCWGq1-4E8VYiuoAuQkBJy-ZGm/view?usp=drive_link

Sports activities planned throughout the year	Fitness Protocols to be achieved	No of students along with Classes	Website link for the report on sports activities
INTRA SCHOOL ACTIVITIES	<p>1.Enhance Physical Fitness: Improve endurance, strength, flexibility, and agility.</p> <p>2.Promote Healthy Habits: - Encourage regular exercise,</p>	950 CLASS 1 TO 12	

	<p>proper hydration, and stretching.</p> <p>3. Build Mental Resilience:</p> <p>4. Develop focus, discipline.</p> <p>5. Perseverance through physical challenges.</p> <p>6. Foster Teamwork</p> <p>7. Individual fitness achievements to motivate continuous improvement.</p>		
<p>INTER SCHOOL ACTIVITIES</p>	<p>1. enhance performance</p> <p>2. assess current fitness</p> <p>3. modify plans as needed</p> <p>4. Assessment of progress</p>	<p>60 CLASS 3 TO 12</p>	

DOE/ZONAL/CBSE EVENTS	<ol style="list-style-type: none"> 1. Build self Confidence 2. Develop focus 3. Individual fitness achievements 4. Promote Healthy Habits 5. Assessment of progress 6. Modify plans as needed. 	<p>4 In CBSE Cluster</p> <p>8 In CBSE Far East Zone Taekwondo</p> <p>8 In Athletics Cbse Cluster</p> <p>4. In Cbse Cluster Swimming Championship.</p>	
NATIONAL/INTERNATIONAL	<ol style="list-style-type: none"> 1. Build self Confidence 2. Develop focus 3. Individual fitness achievements 4. Promote Healthy Habits 5. Assessment of progress 6. Modify plans as needed. 		
INTER UNIT SPORTS MEET	<ol style="list-style-type: none"> 1. Build self Confidence 2. Develop focus 3. Individual fitness achievements 4. Promote Healthy Habits 		

	5. Assessment of progress		
	6. Modify plans as needed.		

C15) Development of skill-based activities (Refer to the CBSE curriculum <https://cbseacademic.nic.in/skill-education.html>)

(https://drive.google.com/file/d/1rqIMqUdm2JfSUTUopgFCJitV7vFAyATZ/view?usp=drive_link)

NAME OF THE SKILL BASED ACTIVITIES / SUBJECTS	CLASS	NO OF STUDENTS ENROLLED ALONG WITH CLASSES	LINK OF CURRICULUM PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED
Financial Literacy	XI c and XII com	70	https://ncfe.org.in/nflat/	<p>Basic Financial Concepts: Participants will understand fundamental financial concepts such as income, expenses, savings, investments, and the difference between assets and liabilities.</p> <p>Budgeting Skills: Participants will learn how to create and manage a personal budget, track spending, and plan for short-term and long-term financial goals.</p> <p>Saving Strategies: Participants will understand the importance of saving money, different saving methods, and how to set and achieve savings goals.</p>
ARTIFICIAL INTELLIGENCE	IX AND X	151		Mentioned in link

D. Teacher Development Plan

D1) Teacher Needs Assessment & Training

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support.

TNA ACTIVITY	METHOD		EXECUTED DATE	OUTCOME
class observation by HOD's	SWAT(Strength and Weakness assessment test)		All year round	Analysis of the problems and a procedure for the improvement can be drawn.

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 PROGRAMA	AS PER CBSE PROGRAM	ALL	TO UPGRADE AND UPDATE THE TEACHING FACULTY

D3) Classroom Observation Schedule (Refer to Annexure 4)

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Informed Supervisions	Quarterly	Principal HOD	The following areas were checked- Instructional Effectiveness: Classroom Management: Student Engagement: Use of Teaching Aids: Communication Skills: Teaching Methodology:
Spontaneous Supervisions	Quarterly	Principal HOD	
Mentoring and Monitoring	Quarterly	Principal HOD	
Teacher Quarterly & Annual Proforma	Quarterly	Principal HOD	

SECTION – III

Annual Planner for Leading Learning Process

3.1 Monitoring Schedule of Annual Pedagogical Plan

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

link provided- https://drive.google.com/drive/folders/1eyBEL5c0IOcsffVjKLxLmXOuPt_45n04?usp=sharing

Class	Month	Findings/Feedback
Mentioned in Link	Mentioned in Link	Mentioned in Link

3.2 Annual Planner for Pedagogical Plan for Leading Learning -

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
<p>Actionable 1: Ascertain the needs for professional development through collaborative practices.</p> <p>Actionable 2: Creating opportunities for continuous and comprehensive professional learning.</p> <p>Actionable 3: Promoting reflective thinking and meta cognitive thinking practices amongst the teachers</p>	Currently, we are organizing both online and in-person training sessions, workshops, and webinars tailored to the specific needs of the school. Teachers are engaged in individual discussions to determine their development needs and the next steps.	We need to foster continuous professional learning by encouraging teachers to enroll in additional CBP and CBT programs, which will enhance their everyday teaching practices. Additionally, we aim to provide training on how to set SMART goals for personal and	To achieve this, we will continue promoting professional development through workshops, emphasizing SMART goal-setting and its practical application. Teachers will be encouraged to share insights from	Starts in April : to be held monthly.	Teachers will be well-equipped to implement NEP 2020 effectively, use rubrics to assess learning outcomes, and set clear SMART goals for their professional development.

	Departments provide feedback on their skills, which helps in identifying areas for growth.	professional growth.	workshops with colleagues to enhance learning across departments. Principal HOD Co-ordinators		
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DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
Actionable 1: Creating a Culture of Innovation	To boost student innovation, we need to create more opportunities for creative expression. We also aim to cultivate a mindset of innovation among teachers by integrating modern pedagogical methods. Additionally, there is a need to better utilize the STEM lab to promote forward-thinking ideas while ensuring both educators and	We will implement a monthly “Innovation Hour” for students, which will serve as a space to engage in problem-solving and collaborative thinking. Teachers should also integrate more innovative teaching methods into their classrooms.	Establish a monthly "Innovation Hour" where students will convene for 60 minutes to identify and address school-related challenges, fostering collaborative problem-solving and solution-driven thinking. Concerned Subject Teachers / Innovation Incharges	Commences in April : to be held periodically Frequency: Monthly innovation sessions - Workshops for teachers: Begin in the first term and continue	Widen Students’ perspective and horizon. Will be able to articulate the problems that they have been engaged with and list the possible solutions. - Increased teacher adoption of innovative teaching methods.

	students understand the principles of innovation.				
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DESCRIPTOR 3: LEADING THE TEACHING-LEARNING PROCESS

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
Actionable 2: Create a conducive environment for learning	<ul style="list-style-type: none"> · Diversity and representation in curriculum and materials. · Collaborative planning and peer support. · Hub of learning platform provides students with overall improvement of teaching learning process. · Integration of technology into curriculum. 	<ul style="list-style-type: none"> · Revise curriculum to include diverse perspectives. - Establish regular collaborative planning sessions. - Integrate technology effectively into teaching methodologies. - Foster an inclusive culture through diversity training and showcasing student 	Conduct workshops on diversity and inclusive education. Schedule monthly collaborative planning meetings. Provide training sessions on integrating technology in classrooms. Organize diversity training programs for staff. Encourage teachers to display student work prominently.	<ul style="list-style-type: none"> · Initiates on session beginning (April)- to be assessed periodically. 	<ul style="list-style-type: none"> · Enhanced inclusive culture providing a better learning environment. -Student-oriented SMART learning outcomes leading to joyful learning experiences. - Increased student confidence through peer buddy support systems. - Improved

		<p>work.</p> <ul style="list-style-type: none"> - Implement SMART lesson planning across all subjects. - Introduce buddy support systems among students. 	<ul style="list-style-type: none"> - Offer training on SMART lesson planning techniques. - Develop and monitor buddy support programs. 		<p>teacher collaboration and effective use of technology in teaching.</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?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?

<ul style="list-style-type: none"> ● Actionable 1: ● Creating the ‘social glue’ by building a culture of trust and self-improvement. ● Actionable 2: ● Developing policies and systems that support a culture of learning by including all stakeholders. 	<ul style="list-style-type: none"> · Our school is committed to ongoing evaluation and improvement. · Our school has a commitment to ongoing evaluation & growth. Challenges are seen positively and failure is seen as a learning opportunity. • Relationships among students are fostered through inclusive activities. • Extracurricular opportunities are diverse, supporting student talents. • However, there is inconsistent trust-building, and self-improvement 	<p>Organize parent, teacher and students association events quarterly.</p> <p>Strengthen trust among all members of the school community.</p> <p>Embed a culture of continuous learning and improvement for everyone.</p> <p>Bring all stakeholders—students, parents, teachers, and community—into the culture of learning and decision-making.</p>	<ul style="list-style-type: none"> · Organize regular events for parents, teachers, and students to connect, at least every quarter. ● Develop a clear, strategic plan with well-defined goals. ● Encourage collaborative leadership that values input from everyone. ● Arrange workshops to enhance teaching methods. ● Promote competency- and skill-based learning opportunities. • Principal, Teachers, stakeholders, community 	<ul style="list-style-type: none"> · Commences in April : to be held periodically 	<p>Improved student academic achievement.</p> <ul style="list-style-type: none"> ● More open and effective communication. ● Development in students’ social-emotional skills, preparing them for life. ● A safer, more welcoming, and motivating school environment.
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	is not uniformly embedded in culture. decision making processes.		leaders and parents are responsible.		
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DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
Actionable 1: Creating an environment of acceptance					
	<p>At Bal Bharati, we have made intentional efforts to build a culture of inclusive education.</p> <p>Some initiatives that we are practicing are stated below:</p> <p>We can proudly say that our admission policy encourages enrollment of all students regardless of their abilities, special abilities, cultures, language they speak or their economic background.</p> <p>We have appointed a dedicated Special</p>	<p>We are still in the development phase, we have done our bit but we need to do a lot more.</p> <p>So our planning includes:</p> <ul style="list-style-type: none"> Creating inclusive classrooms by providing required resources which are capable of educating the diverse participants. Establish inclusive values so the school environment becomes inclusive Support diverse learners by developing TLM & upgrading them. Inclusion of CWSN in various Co-curricular activities. Provide Vocational training to CWSN. Also we are 	<p>Inclusion is a culture which needs to be inculcated by fading away the differences. It is a gradual process and will definitely take time to sink in and get deep rooted.</p> <p>Some suggestions are stated below:</p> <ul style="list-style-type: none"> • Each and every personnel who serves in the education sector is responsible to bring this change happen. • Professional development and training of regular staff is required in this particular area. • Teaching & Non-Teaching staff need to develop an empathetic attitude towards CWSN & their care. • Community 	<p>Commences in April : to be reviewed periodically</p>	<p>The impact of inclusive culture can be profound and it will have a positive impact on students, teachers, parents & ultimately the community at large.</p> <p>No Child would be left behind as per NEP 2020.</p> <p>Teachers and students will develop empathy and as a result would be more responsive to the needs of the learners.</p> <p>Will boost the confidence and make those special children active learners.</p> <p>Creating an inclusive environment</p>

	<p>Educator to cater the needs of CWSN.</p> <p>The Special Educator is skilled in designing and implementing IEP as per individual needs.</p> <p>In special cases we have also introduced the concept of shadow teacher,so that our CWSN are provided equal opportunities for socialization.</p> <p>For academic support we train our regular teachers by organizing workshops and awareness sessions at periodic intervals.</p> <p>We also sensitize our students so that they become effective peer learners.</p>	<p>planning to focus on their Skill development.</p>	<p>engagement is a challenging task, but it needs to be achieved.</p> <p>Teachers Special Education Teachers</p>		
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