



DHAULADHAR PUBLIC SCHOOL, BAROTIWALA

ANNUAL PEDAGOGICAL PLANNER

2021-22

INFORMATION ABOUT THE SCHOOL

AFFILIATION NUMBER:- 630272
AFFILIATION CODE :- 41842
UDISE CODE:- 02090800110
ACADEMIC SESSION:- 2021-22
PRINCIPAL'S NAME:- MRS.ANITA GUPTA
SCHOOL ADDRESS:- VILL- MAJHOTU, PO BAROTIWALA, TEH. – BADDI
DISTT. SOLAN (HP) PIN CODE:-174103
PHONE NO. :- 9588781522,9416140836,9896956114
EMAIL ID:- dhauladhar700@gmail.com
YEAR OF AFFILITAION :- 1ST APRIL 2021 To 31ST MARCH 2024
WEBSITE:- dhauladharschool.in



DHAULADHAR PUBLIC SCHOOL BAROTIWALA

STATUS - SECONDRY SCHOOL

RECOGNISED WITH - CBSE

UNDER THE AEGIS OF DHAULADHAR EDUCATION FOUNDATION(REGD)

SOCIETY REGISTRATION NO.:- 77/2004

OUR DRIVING FORCE - DREAM ARCHITECTS



DR. SUSHMA RANA
PRESIDENT



DR RANDHIR SINGH RANA
CHAIRPERSON



नास्ति विद्या समं चक्षु नास्ति सत्य समं िपः। नास्ति राग समं दखु ं नास्ति त्याग समं सुखं॥

KNOWLEDGE IS THE GREATEST EYE. TRUTH IS THE HIGHEST PENANCE. ATTACHMENT IS THE BIGGEST PAIN. RENUNCIATION IS THE HIGHEST HAPPINESS.



आत्मदीपः भव
BE YOUR OWN LIGHT

OUR VISION & MISSION

ETHOS - BE YOUR OWN LIGHT

PATHOS - SKILL INDIA - AATMNIRBHAR INDIA

VISION- WE BELIEVE THAT A HAPPY CHILD IS A SUCCESSFUL ONE. WE ARE COMMITTED TO PROVIDING A POSITIVE ,SAFE AND STIMULATING ENVIRONMENT FOR CHILDREN TO LEARN, WHERE ALL ARE VALUED.

MISSION – OUR MISSION IS TO BUILD SKILLS THAT SETS CHILDREN UP FOR SUCCESS IN THEIR FUTURE AND TO PREPARE THEM TO BECOME PRODUCTIVE, RESPONSIBLE, ETHICAL, CREATIVE AND COMPASSIONATE MEMBERS OF SOCIETY

LOGOS - COME TO LEARN - GO TO SERVE MANKIND.



OUR GOALS

THE OBJECTIVES DDPS INITIATES –

- To Provide a wide range of holistic education by homogenizing the western knowledge while remaining anchored to the Indian cultural moorings, emphasizing on MORAL VALUES, which are diminishing from society and its small units of Indian families.
- To Act as a catalyst of change by spreading education, and by dismantling the cobwebs of ignorance and illiteracy, fallacy.
- To Develop Individuals who are morally upright, intellectually well informed, socially concerned, emotionally balanced, physically well developed, and culturally accomplished.
- To Stimulate A Scientific Temperament.
- To encourage youth to be self- reliant and self - employed.
- To Sensitize Individuals towards Social Welfare
- To Nurture Creative and Resourceful Minds who Think Big, Think Fast & Think Ahead, who care for the nation and the weaker sections of society, and are imbued with humanistic passions and values.
- To Continue Expanding Exploring, Locally & Globally, and be a knowledge leader and content provider
- To Muster Strategies to Become A Global Epicenter of Knowledge, Culture, Skills, Ability optimistic attitude with a global vision in STEM & ART Research and Innovation.
- To Empower Women through education.
- Academic Renaissance Holistic Education the DDPS believes in a holistic approach to education for the all-round development of personality of the child.
- Strengthen resource center, & educators skills 'through faculty meets & in-service training programmes.
- To think out of box and encourage students to explore beyond books & create
- To follow & adopt experiential learning & art integration in all scholastic – co -scholastic curriculum planning.
- Start up skill learning – vocational course - artificial intelligence
- Encourage quality education in rural & suburb industrial belt
- Edify & weave curriculum according to 21st century C4 – parameters & cbe-competency based education. To Purvey Medical Aids Through Mobile Medical Facility in Remote & Rural area.
- Organize Free Medical Camps & Endow Free Medicines.
- To Elevate Women and Children Healthcare Awareness
- Spread Light of Education in Remote & Rural Areas .
- To upskill Technical Courses and to Make Youth Capable to Be Self Reliant.
- To Edify Courage and Determination to Fight Against Drug Addiction & Extend Hand to Rehab.
- To Open More Technical Courses Institution in Remote Areas Inspired With "UNDER SKILLED INDIA - KUSHAL BHARAT " to educate and provide best skilled courses to youth.

CULTURE OF THE SCHOOL :-

At DDPS we emphasize on creativity , letting children explore, developing critical thinking and analytical skills and most importantly expressing and understanding their inner self.

1. Well designed learning programme and value based education aligned with school curriculum and vision of the school organisation.
2. Child centered approach to education , conducive academic environment and progressive outlook.
3. Integartion of technology in education.
4. Scientific temper is incultated in each child through exploration and observation .
5. Active participation and consistence achievements in various supporting and skill based competitions.
6. Focus on complete personality devepoment.Curriculum caters to Multiple intelligences, perfectly harmonized To facilitate the child's quest for knowledge
7. The School provides every opportunity to help students attain their full potential to evolve as worthy world citizens.

PEDAGOGICAL PLAN COMMITTEE:-

DR.RANDHIR SINGH RANA	CHAIRMAN	PLANNER
KGS RANA	ACADEMIC DIRECTOR	PLANNER
ANITA GUPTA	PRINCIPAL	IMPLEMENTOR & DEVLOPER
NAMITA SHARMA	SR.TEACHER	CO-ORDINATOR
SARLA MEHTA	PRT	CO-ORDINATOR

PPC meetings to develop Annual Pedagogical Planner.

DATE	STAKEHOLDERS CONSULTED	DISCUSSIONS HELD
07/03/21	Chairperson, Members of the school Committee	Acedemic planning,Resources, Events,Workshops, Programme in service, Training Seminars (Teachers/Students)
05/04/21	SMC & PTA Members	Scholastic & Co-scholastic Planning, Virtual meeting through google meet
May, June ,July	Educators & mentors	Skill , capacity building workshops,seminars , interaction sessions, trainings
Every 2 nd Saturday of the Month	Teaching Staff	Roles responsibility to be adopted for effective teaching learning process , teachers' trainings,committees & workshop

Number of students on Roll (classwise)

Class	No. of students
Nursery	21
LKG	23
UKG	19
1 st A	30
1 st B	24
2 nd	24
3 rd	40
4 th	27
5 th	30
6 th	30
7 th	20
8 th	22
9 th	16
Total	326

Teaching Staff Detail:-

Group	No.of teachers
PGT	6
TGT	4
PRT	5
NTT	3
Others	5
Total	23

INFRASTRUCTURE INFORMATION:-

CLASSROOMS -	31
MEDIUM SIZED -	3
SMALL SIZED-	3
LARGE SIZE -	25
PLAYGROUND-	2
AUDITORIUM –	1
DIGITAL CLASSROOM –	2
LIBRARY -	1
FEMALES REST ROOM -	1
MALE REST ROOM -	1
TOILETS -	27 (FEMALE STAFF- 3 MALE 1 DIFFERENTLY ABLE- 3)
BOUNDARY WALL-	YES
TOTAL AREA-	2 acre
LABORATORIES-	4
PURIFIERS-	2
COMPUTERS-	25
SICK ROOM -	YES
WI-FI-	YES
RAMP-	YES
BUSES-	4
LADY ATTENDANT-	4
SECURITY -	3
FIRE EXTINGUISHERS -	12
VERIFIED EVACUATION PLAN	DISPLAYED
STAFF POLICE VERIFICATION	YES
SURVEILLANCE CAMERAS IN BUSES -	8
SURVEILLANCE CAMERAS IN SCHOOL -	32

ACADEMIC RESOURCES AVAILABLE

- **LIBRARY & ICT**

LIBRARY – BOOKS

COMPUTER LABS

RESOURCE CENTRE

MULTIMEDIA

INTERNET - WI-FI

SMART BOARDS

JOURNALS REFERENCE BOOKS E – BOOKS NEWS PAPERS MAGEZINES – 2200

- **CO-SCHOLASTIC RESOURCES**

ACTIVITY ROOMS

ART & CRAFT GALLERY

OPEN AIR THEATRES

MUSIC ROOMs

SPORTS GROUNDS

YAGYASHALAs

MULTIMEDIA

RESOURCE CENTER

- **LEARNING HUBS – INTER SCHOOL**

INTER – INTRA CLASS COMPETITIONS,

INTER – INTRA HOUSE EVENTS

INTER – INTRA HOUSE

INTER- INTRA SCHOOL EVENTS

REGIONAL LOCAL- DISTRICT – STATE – NATIONAL

INTER – CLUSTER

- **GOVT INITIATIVES –**

DIKSHA PORTAL - SHIKSHA VAANI - NISHTHA PORTAL -ePATHSHALA

EDUCATION MISSION AND LONG TERM PLAN:-

THE OBJECTIVES DDPS INITIATES –

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- Academic Renaissance Holistic Education the DDPS believes in a holistic approach to education for the all-round development of personality of the child.

WE WORK IN VARIED FIELDS AT A TIME AS

SUBJECT TEACHER - According to Timetable Assigned, To Impart Best of Knowledge and Explore New Dimensions of Learning by Using Innovative Methods to Make Learning Easy and Student – Oriented Complete Syllabus, Bi-Furcate in Small Units, Assessment, Evaluation, Checking, Grading, Set Common Rubrics with HOD, Faculty Member, planning Lesson Plan, Qus. paper, worksheets.

2

CLASS TEACHER- Care, Initiate, Execute, Encourage, Ensure Each Student's Well Being, Rise in Performance, Safety, Participation. Keep Anecdotal Record, Attendance Register, Leave File, Fee Slip Records, Personal Data for Office and CBSE Registrations, Compilation of Result Each Unit, Report Card Filling, Interaction with Parents, Conduction Of PTM, Listening Politely and Sorting Calmly the Grievances of Student Parents, Inform Co-Ordinator And Principal , Planning Excursion .

CLUB TEACHER – Explore Out of Box and Experience Implementation of Classroom Learning in Real Field. Help Students in Drafting Curriculum & Conduction of Activities.

HOUSE TEACHER – Maintain Discipline, Help in Execution of Activities, Conducting Morning Assembly, Guide Being Resource Person in Inter House Activities, Resolve Issues.

RESOURCE PERSON- Inter Class, Intra Class, Inter School, Intra School Varied Events, Competitions, Activities

TEAM MEMBER – Learn, Earn, Care, Share, Lend, Extend, Resolve, Plan, Execute
Personal Experience, Assignments, Objectives Together Meticulously, Empathetically, Compassionately.

WHOM TO SEE – OVER ALL ANY GUIDANCE – PRINCIPAL

	DEPT/ ISSUE	OFFICIAL	NAME
1	SUBJECT	HOD	NAMITA SHARMA SHILPA PHULL RAJNI BALA ANURADHA
	CLASS ISSUES	CO- ORDINATOR – WING	NAMITA SHARMA PREETY SHARMA SARLA MEHTA
3	EXAMINATION	COE	SHILPA PHULL RAJNI BALA
4	TIMETABLE	TIMETABLE INCHARGE	SHASHI THAKUR AMANDEEP
5	TRANSPORT	TRANSPORT INCHARGE / OFFICE SUPDT	ANIL SAINI POOJA RANI PASU SINGH
6	BANK / SALARY	OFFICE SUPDT	ISHA SHARMA RITA DEVI
7	DOCUMENTATION	OFFICE UDC	REENA DEVI SHASHI THAKUR
8	BOOKS	LIBRARIAN	SEEMA DEVI SHILPA PHULL
9	ICT /	COMPUTER TEACHER	PREETY SHARMA BANDNA DEVI
10	ART	ART TEACHER	REENA DEVI POOJA DHIMAN

YOUR TIMETABLE - CLASS TEACHER.....

	MON	TUE	WED	THU	FRI	SAT
ASSEMBLY						
1						
2						
3						
4						
5						
6						
7						
8						
REMEDIAL						

CODE OF CONDUCT AS AN EDUCATOR

Objectives of the Curriculum

The Curriculum aims to:

1. Achieve cognitive, affective and psychomotor excellence.
2. Enhance self-awareness and explore innate potential.
3. Promote Life Skills, goal setting, and lifelong learning.
4. Inculcate values and foster cultural learning and international understanding in an inter dependent society.
5. Acquire the ability to utilize technology and information for the betterment of humankind.
6. Strengthen knowledge and attitude related to livelihood skills.
7. Develop the ability to appreciate art and show case talents.
8. Promote physical fitness, health and well-being.
9. Promote arts integrated learning.

Pedagogical Practices by Teachers

ENSURE The pedagogical practices should be learner centric.

Ensure an atmosphere for students to feel free to ask questions.

Promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge.

BE A FACILITATOR who would encourage Collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum. Follow inclusive principles and not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’.

Attend to the individual difference of students by diagnosing and modifying their pedagogic planning **FROM SIMPLE TO COMPLEX –BASIC – GENERAL – STANDARD**. Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

It also states that “the importance of India’s heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education.” All disciplines being pursued by students at all stages require creative thinking and problem solving abilities. Please note Corporal Punishment is Strictly prohibited.

Ensure dignity, self-esteem, safety of each student always whatsoever may be circumstances. Any complaint against any such act or offence would be considered very seriously. Strict action would be taken.

As per guidelines by RTE act what is considered corporal punishment?

In keeping with the provisions of the RTE Act, 2009, corporal punishment could be classified as physical punishment, mental harassment and discrimination.

Physical punishment is understood as any action that causes pain, hurt/injury and discomfort to a child, however light.

Causing physical harm to children by hitting,

Kicking, scratching, pinching, biting, pulling the hair, Boxing ears, smacking, slapping, spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock.

Making children assume an uncomfortable position

Standing on bench, standing against the wall in a chair-like position,

Standing with schoolbag on head, holding ears through legs, kneeling etc. 4.2.3 Forced ingestion of anything (for example: washing soap, mud, chalk, hot spices etc. 4.2.4 Detention in the classroom, library, toilet or any closed space in the school.

4.3 Mental harassment is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child. It includes but is not restricted to the following:

4.3.1 Sarcasm that hurts or lowers the child’s dignity

4.3.2 Calling names and scolding using humiliating adjectives, intimidation

4.3.3 Using derogatory remarks for the child, including pinning of slogans.

4.3.4 Ridiculing the child with regard to her background or status or parental occupation or caste.

4.3.5 Ridiculing the child with regard to her health status or that of the family – especially HIV/AIDS and tuberculosis.

4.3.6 Belittling a child in the classroom due to his/her inability to meet the teacher’s expectations of academic achievement.

4.3.7 Punishing or disciplining a child not recognizing that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit hyperactivity disorder, mild developmental delay etc.

4.3.8 Using punitive measures to correct a child and even labelling him/her as difficult, such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviors.

4.3.9 'Shaming' the child to motivate the child to improve his performance.

4.3.10 Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such as, stammering or speech articulation disorder.

4.4 Discrimination is understood as prejudiced views and behavior towards any child because of her/his caste/gender, occupation or region and non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

4.4.1 Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability.

4.4.2 Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non-payment of any prescribed fees;

4.4.3 Commenting on academic ability based on caste or community prejudices.

4.4.4 Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender.

4.4.5 Deliberate/wanton neglect.

CODE OF CONDUCT

Be punctual. Reach in time in school and class.

Switch off your mobile in school.

Make sure you are setting decent example by your dress code, language, gestures on tender minds. Teacher is a role model for them.

Avoid having long nails, sharp edged funky accessories that may distract or damage child.

Follow guidelines, instructions, rules circulated time to time. Be abide to them. Submit your class attendance register on LAST teaching day of month to coordinator.

Ensure your register attendance data matches with other class partners. mention total academic days, teaching, non-teaching days too.

Complete, verify students' data and fill in register. submit soft copy in office.

Plan lesson plan fortnightly on prescribed format and submit it to HOD 5 days before faculty meet.

HOD and faculty is always there for subject enrichment. If you find any difficulty in lesson planning, question paper setting, worksheet or chapter. please feel free to share, discuss in faculty meet and resolve the problem. Faculty meets are personal space for interacting and mutual learning.

Check your notebooks thoroughly. Make sure students create index, put date, complete their class work. Ensure making corrections wherever needed.

Avoid any negative remarks. Lend your ear to child. Try to break their inhibition. Promote speaking truth and open their heart or reveal fear.

Extend hand of help. Be the facilitator. Don't break child's faith. Appreciate their little effort or small attempts. Encouragement is best key to learn and earn experience.

Promote inquiry or inquisitiveness in class interaction. Simple project learning. Let not any sarcastic smile or discouraging expression reflect on your face even if the answer is vague or inappropriate. Guide where the error is if fail doing it even. teach them even adversity we earn experience to create better.

Give small hints as pathway to student to reach their answer.

Love and humor, innovations, learning by doing makes classroom lively. Don't give bulky homework or HW based on ICT only, give some optional resource too.

Don't give any HW / worksheet on mobile or internet. Parents may be out of station or not in excess of student at right time to share or guide.

Let homework be precise, in small units as finished in class, creative promoting creative thinking, critical thinking, problem solving, decision making, analytical skill.

Fill up form for HW to reciprocate same to parents on school site regularly.

Encourage children to complete their work. Extend hand to help slow learners. Peer learning and peer help could be beneficial for them

Don't thrash, beat, punish child physical, emotional, socially.

Corporal punishment is strictly prohibited. School authorities don't permit any harsh punishments strictly. Don't bully children. Don't discriminate. Injustice, Indifference, Impatience, Intolerance, yelling, criticism lead students to be cripple for rest of life. Children become what they live. Encourage them to be best human being.

Be polite and decent with students, parents, colleagues. Feel proud You are representing your institute and its ethics even if there is any unavoidable situation where your patience or tolerance is at verge. Be calm, stand tall and composed. inform concerned coordinator or principal immediately.

Beware of any politics or groupism or negative remarks, judgement, biased belief .be compassionate and empathetic to all.

Learning is perennial process. Never shirk to adapt something new. Experiment with it.

United we rise and divided we fall. Small Teams may accomplish biggest target with optimism, mutual respect, mutual learning, understanding. Be professional add on with your experience.

Everybody has something to be appreciated. Be generous in good compliments. Don't compete with others. best competition is with self to grow better each day.

BE YOU OWN LIGHT. ILLUMINATE PATH OF YOUR STUDENTS.

- **DDPS abide to face the challenges of 21st Century, education.**

Pedagogical planner is compiled on CBSE THEME – CBE competency-based education and school academic cell as Pedagogical Leaders trying to create conducive environment for development of competencies among the students.

Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. DDPS has gone through all CBSE MANUALS and shall be adopt it effectively.

DDPS educators assimilate new strategies and focus on LEARNING OUT COME in LESSON PLAN. Focus is on MEASURING LEARNING through attainment of prescribed LEARNING OUTCOMES, rather than on MEASURING TIME.

Experiential and active learning are the best pedagogies for Competency Based Learning. DDPS has SCHEDULED FORTNIGHT FACULTY MEET, ACADEMIC EXCELLENCE CELL DDAE to provide seminars, symposiums, webinars to educators to pace with time and BOARD TRANSITION

Experiential Learning will BE promoted critical thinking, creativity, and effective study skills among students.

Learning Outcomes approach developed by NCERT for classes I-X may be adopted by the schools and teaching-learning process may be changed in the light of these outcomes. DDPS all adapt to have well-defined Learning Outcomes for every grade that are observable and measurable and empower learners to focus on mastery of valuable skills and knowledge through these Learning Outcomes, deemed to be essential for success in life.

DDPS Teachers provides meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. School expects to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind.

CBSE map each learning outcomes with assessments to enable tracking of learning progress. DDPS II try to accumulate all directives within its leaning contour and introspecting through prescribed RUBERICS.

STUDENT DEVELOPMENT PLAN

CLASSROOM OBSERVATION SCHEDULE-

<u>CLASSROOM OBSERVATION SCHEDULE-</u>	<u>FREQUENCY</u>	<u>DONE BY</u>
ENGLISH CLASSES	TWICE A MONTH	HOD & SR.TEACHER
HINDI CLASSES	TWICE A MONTH	HOD & SR.TEACHER
MATH CLASSES	TWICE A MONTH	HOD& SR.TEACHER
SOCIAL SCIENCE CLASSES	TWICE A MONTH	HOD& SR.TEACHER
SCIENCE CLASSES	TWICE A MONTH	HOD& SR.TEACHER

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 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.

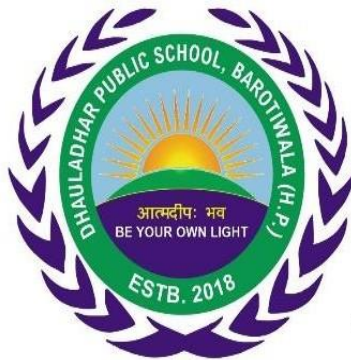
Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.

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

DD PS PEDAGOGICAL DOMAINS TO FOCUS

IN ALL SCHOLASTIC -CO -SCHOLASTIC PLANNING



Curriculum should help children make deeper and fuller understanding of their own experience.

COMPETENCY BASED LEARNING

COZ EACH CHILD IS SPECIAL WITH DIFFERENT CALIBRE AND PACE



SCHOLASTIC

CRITICAL THINKING

CREATIVE THINKING

COMMUNICATION SKILLS

COLLABRATIVE SKILLS

ICT & ROBOTICS

EXPERIENTIAL LEARNING

MORAL EDUCATION

SKILL LEARNING

VOCATIONAL COURSES

CAREER GUIDANCE

GENDER
SENSITIVITY

SCIENCE
& RESEARCH

CLUBS

HOUSES

INTER -INTRA
SCHOOL

SPORTS

LIFE SKILLS

COUNSELLING

CO- SCHOLASTIC

PERSONALITY DEVELOPMENT

SAHYOG - COMMUNITY SERVICE

VALUE EDUCATION

ART & CRAFT

HEALTH EDUCATION

FIELD LEARNING

CABINET - LEADERSHIP

CELEBRATIONS - EXCURSIONS

INCLUSIVE LEARNING

AYUSH - YOGA - MEDITATION

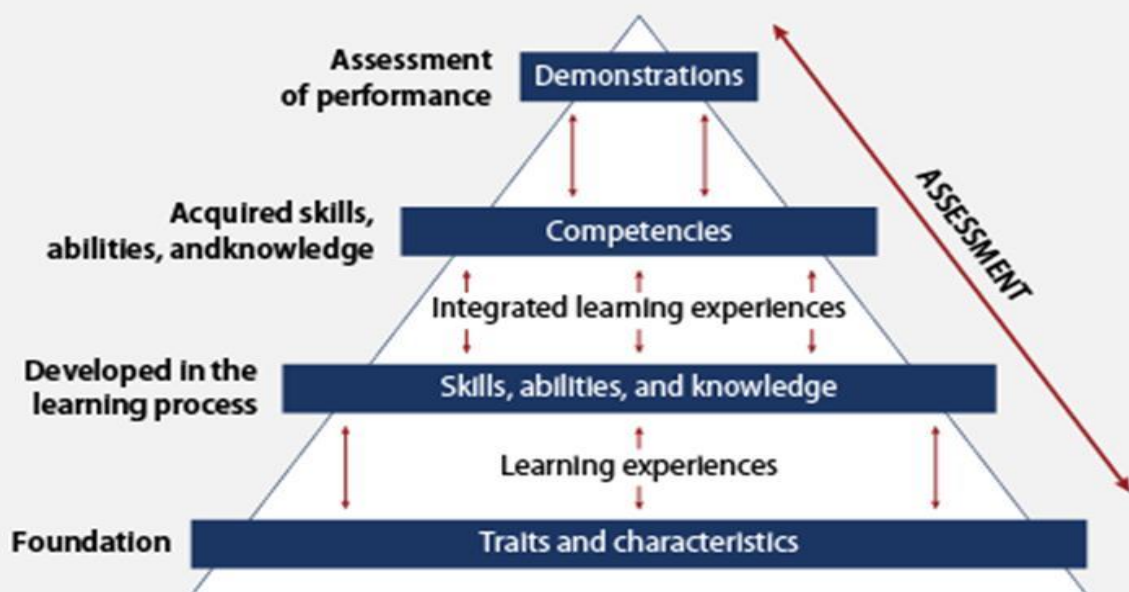
OUR DDPS ACADEMIC CONTOUR-

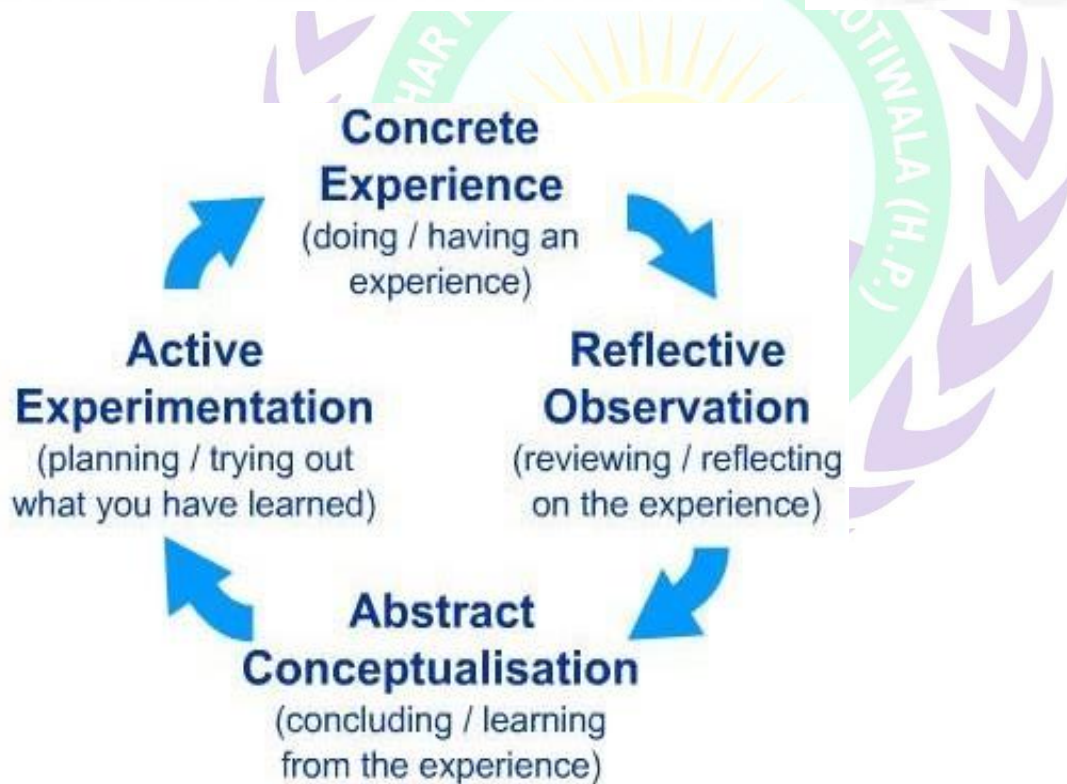
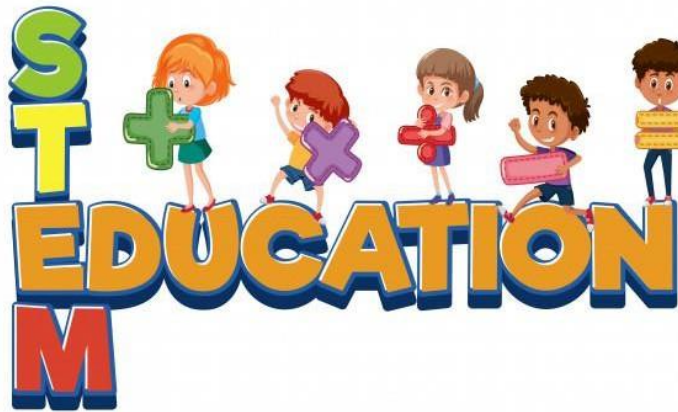
LETS PACE WITH THE TIME



FIGURE 1

A conceptual learning model







21st Century Life Skills Framework *(to create opportunities amidst 21st century challenges)*



(c) Khel Planet

WELCOME TO KINDERGARTEN

We THINK GLOBAL BUT ACT LOCAL

Kindergarten, which literally means a garden for children, comprises a range of early childhood educational practices. Different types of kindergarten, including those that use the Montessori method,

Kindergarten methods of teaching use different instructional designs to help children learn at their own pace while in a **social and collaborative environment**.

In kindergarten and other preschool models, young children are exposed to a range of activities that they may not have encountered before.

Kindergarten programs like those at **DDPS** are also based on the principle of individualized learning **CBE- COMPETENCY BASED EDUCATION**.

Children in a kindergarten using the Montessori method are encouraged to learn at their own pace. The kindergarten method of teaching is nurturing and supportive rather than competitive.

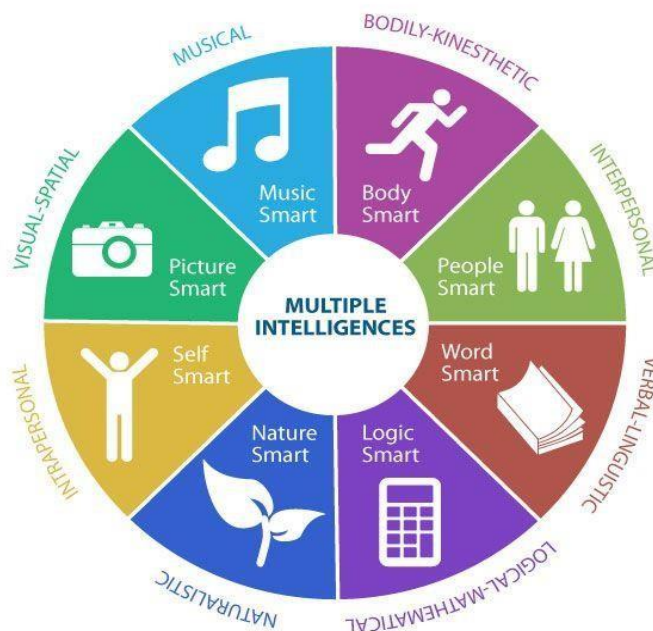
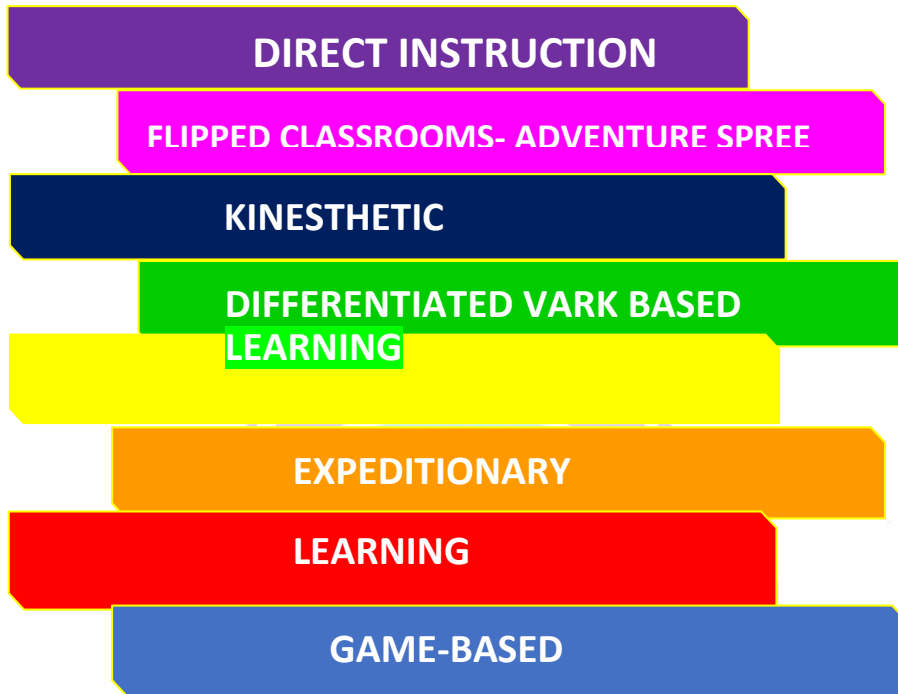
Here Children learn through **FUN** and **ENGAGING ACTIVITIES** like art and music, transforming playtime into opportunities to instill important **Cognitive Skills, Motor Skills, And Social Skills**.

A good kindergarten program combines a multitude of teaching methods and instructional designs.

Finally, the kindergarten method of teaching prepares children for the more formal learning that takes place in grade school. The Montessori method empowers children to ask questions and direct their own educational trajectory.



DDPS KINDERGARTEN PEDAGOGY AND PATHWAY



DDPS KINDER GARTEN -

LINGUISTIC & COMMUNICATIVE SKILLS

DAY	ASSEMBLY & FRUIT BREAK	LANGUAGE DEVELOPMENT		
		LISTENING & SPEAKING SKILL	READING SKILL	WRITING SKILL

THINKING SKILLS / CRITICAL THINKING SKILLS

MATHS	EVS	PROBLEM	REASONING/ DECISION IDENTIFICATION
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CREATIVE SKILLS AND EXPRESSIVE ART

CULINARY TABLE MANNERS/ HEALTHY FOOD	VISUAL ART HAND CRAFT CHART FLASH CARD ICT	PERFORMING ART MUSIC/DANCE/ DRAMA / RHETORIC	ART CRAFT
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PHYSICAL DEVELOPMENT – HEALTH & FITNESS

PARTICIPATION	PT / STRETCH	YOGA	OUTDOOR GAME	TEAM GAMES
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SOCIAL SKILLS & EMOTIONAL GROWTH

INTER PERSONAL	COMMUNICATI ON SKILL	TEAM SPIRIT	SELF ESTEEM	FAMILY /CLASS/ COMMUNITY COOPERATION
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SOFT SKILL

CONFIDENCE	COMMUNICATI ON SKILLS	AWARENESS	PROBLEM SOLVING	DECISION MAKING
FLEXIBILTY	MANNERS & ETIQUETTES	EMPATHY	CULINARY SKILLS	SELF MANAGEMENT

‘HOLISTIC EDUCATION’ PHYSICAL, ACADEMIC, INTELLECTUAL, SOCIAL, SPIRITUAL AND EMOTIONAL DEVELOPMENT AS WELL AS CREATIVE EXPRESSION AND AESTHETIC APPRECIATIONS.

We lay stress ON INNOVATIVE EXPERIENTIAL PEDAGOGICAL STRATEGIES to design our annual CURRICULAR AND CO-CURRICULAR planner to create awareness not only amongst students but the whole Community.

CO- CURRICULAR SCHEDULE – ART INTEGRATED & EXPERINTIAL LEARNING

1 THEME MONTHS

2. LETS WALK AND TALK TO NATURE

3. VISIT TO POST OFFICE

4. VISIT TO RAILWAY STATION

5. VISIT TO GARDEN

6. VISIT TO TRAFFIC PARK

7 VISITS TO EATING JOINT – YUMMY TUMMY

8. LETS PAINT THE SCHOOL

9. FESTIVITY CELEBRATIONS – MONTHWISE

10. FENCY DRESS

11. PLANTATION DRIVE

12. GROW AND STRECTH – SPORTS MEET



FOCUS ON SALIENT FEATURES OF THE CBSE SECONDARY SCHOOL CURRICULUM

The Curriculum prescribed by CBSE strives to:

1. Provide ample scope for physical, intellectual, and social development of students.
2. Enlist general and specific teaching and assessment objectives.
3. Uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human Dignity of Individual and the Unity and integrity of the Nation by encouraging value-based learning activities.
4. Nurture Life-Skills by prescribing curricular and cocurricular activities to help improve self-esteem, empathy towards others and different cultures etc.
5. Integrate innovations in pedagogy, knowledge, and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines.
6. Promote inclusive education by providing equal opportunities to all students.
7. Integrate environmental education in various disciplines from classes I-VIII.
8. Equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

DDPS envisions the all-round development of students in consonance with the holistic approach to education.

Emphasizes integration of co-curricular domains with curricular activities in an equitable manner. The Learner-centered with school being a place where students would be acquiring various skills, building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship.

Fostering core competencies in learners, this curriculum encompasses even major learning areas, from scholastic and co scholastic point of view.

OBJECTIVES OF THE CURRICULUM

The Curriculum aims to:

1. Achieve cognitive, affective, and psychomotor excellence.
2. Enhance self-awareness and explore innate potential.
3. Promote Life Skills, goal setting, and lifelong learning.
4. Inculcate values and foster cultural learning and international understanding in an inter dependent society.
5. Acquire the ability to utilize technology and information for the betterment of humankind.
6. Strengthen knowledge and attitude related to livelihood skills;
7. Develop the ability to appreciate art and show case talents;
8. Promote physical fitness, health, and well-being.
9. Promote arts integrated learning.

PEDAGOGICAL PRACTICES FOR EDUCATORS

- **ENSURE** The pedagogical practices should be learner centric. • **Ensure an atmosphere for students to feel free to ask questions.** • **Promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge.**
- **BE A FACILITATOR** who would encourage Collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.
- **Follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'.**
- **Attend to the individual difference of students by diagnosing and modifying their pedagogic planning**
- **FROM SIMPLE TO COMPLEX –BASIC – GENERAL – STANDARD.** • **Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.**
- **It also states that "the importance of India's heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education."**
- **All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities.**

ART INTEGRATED WITH EDUCATION

It Helps the Child Apply Art-Based Enquiry, Investigation and Exploration, Critical Thinking and Creativity for A Deeper Understanding of The Concepts/Topics. Art Integrated Learning Is A Strong Contender for Experiential Learning, As It Enables the Student to Derive Meaning and Understanding, Directly from The Learning Experience.

Art Integration Not Only Makes The Teaching And Learning Process Joyful, It Also Has A Positive Impact On The Development Of Certain Life Skills, Such As, Communication Skills, Reflection And Enquiry Skills, Un Conditioning Of The Mind Leading To Higher Confidence Levels And Self Esteem, Appreciation For Aesthetics And Creativity, Etc.

Integrates, Broadens the Mind of The Student, And Enables Her to See the Multidisciplinary Links Between Subjects, Topics, And Real Life. In View Of The Recommendations In The Ncf-2005 Document, NCERT's Recommendation, Need For Awareness Of India's Vast And Diverse Art Heritage, And The Need For Developing Creative And Critical Thinking Skills Among Students, The Board Has Decided To Take Up The Integration Of Art With The Teaching Learning Process. It Must Be Understood That Art Education and Art Integrated Education May Be Mutually Exclusive, But They Build Upon Each Other And Strengthen Each Other. Art Education Is Not Only Relevant for Developing Creativity and Appreciation of Art Among Students but Is Also Necessary for Inculcating Art-Based Enquiry Skills in The Students. Art Education Is A Necessary Precursor for The Adoption of Art Integrated Learning.

SCHOLASTIC AREAS

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. Subjects like Language, Mathematics, Science and Social Science help the cognitive development of the child and, therefore, require a greater academic emphasis.

The scholastic areas are as follows:

LANGUAGES, MATHS, SCIENCE, SOCIAL.SCIENCES, ELECTIVE SUBJECTS, SKILL SUBJECTS I

THIS SESSION DDPS PLANS TO INTRODUCE SKILL SUBJECTS YOGA & ARTIFICIAL INTELLIGENCE.

CO- SCHOLASTIC AREAS

The Term Co-Scholastic Activities Are Used for Both Cognitive and Non Cognitive Development That Can Take Place by Exposing the Child to The Scholastic and Non-Scholastic Subjects.

Art Education Including **Local Art, Craft, Literature and Skills, Health and Physical Education, Yoga, Traditional Games, Indigenous Sports, NCC, Scouts and Guides, Martial Arts Etc.** Are Integral Parts of The Curriculum and To Be Included in The Routine of The Schools for The Holistic Development of Children.

These Are Detailed Below:

(i) Art Education Entails Instruction in Various Art Forms (Visual as Well As Performing) With an Aim to Help Children Develop an Interest in Arts and Encourage Them to Enthusiastically Participate in Related Activities.

(ii) Promoting Abilities Such as Imagination, Creativity, Valuing Arts and Cultural Heritage.

(iii) Arts Should Be Integrated with Other Subjects to Promote Creative Thinking and Expression.

(Ii) Health and Physical Education Focuses

I. On Holistic Development, Both Mental and Physical, Understanding the Importance of Physical Fitness, Health, Wellbeing and The Factors That Contribute to Them.

2 Focus Of This Area Is On Helping Children Develop A Positive Attitude And Commitment To Lifelong, Healthy Active Living And The Capacity To Live Satisfying, Productive Lives With The Help Of Health

Management, Indigenous Sports, Yoga, NCC, Self-Defense, Fitness And Lifestyle Choices.

(Iii) Work Experience: The Work Experience Has Been Subsumed in The Health And Physical Education, However, It Is an Integral Part of The Curriculum and Is Given as Much as Focus as Health and Physical Education. **Integrating All Areas of Learning:** All These Seven Areas Are to Be Integrated With Each Other In Terms of **Knowledge, Skills (Life and Livelihood), Comprehension, Values and Attitudes.**

Children Should Get Opportunities to Think Laterally, Critically, Identify Opportunities, Challenge Their Potential and Be Open to New Ideas. Children Should Be Engaged in Practices That Promote Physical, Cognitive, Emotional and Social Development and Wellbeing, Connect Different Areas of Knowledge, Application and Values with Their Own Lives and The World Around Them

The Holistic Nature of Human Learning and Knowledge Should Be Brought Forth While Transacting the Curriculum to Make Them Good Citizens Who Can Contribute to Making the World A Happy Place.

ART INTEGRATED PEDAGOGY: The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects. For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach through integration of Art. The teacher can do this jointly with the Art teacher too.

Then, the subject teacher collaborates with the Art teacher to align the pedagogy.

The teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught, and the Art used.

ORGANISATIONAL STRUCTURES

Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.

Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning.

Flexible organizational structures are being implemented for aspects of the learning program and/or groups of students.

Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT, and spaces.

Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.

A needs analysis informs future developments of physical and electronic learning environments.

Some spaces have been re organized 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.

Number of Grades, Grade Wise Number of Subjects,

Subject Wise Number of Instructional Modules

Instructional Time

Instructional Time Shall Be as Per the Subjects Selected. Schools Must Ensure That Minimum Number of Hours Are Spent for Each Subject as Specified in The Curriculum. The Time Duration for The Subjects Has Been Clearly Indicated in The Syllabus of Each Subject. However, It Is Expected That Schools Will Create Innovative Timetables (Such As, Teaching-Learning Only 2 Subjects Per Day Etc.) To Ensure That the Burden of The Bag and Homework Are Substantially Reduced and The Classroom Transaction Are Based on Experiential Processes.

School May Also Think of Introducing Bag-Less Day and Same May Be Incorporated in The Timetables. The Timetable Must Also Include the Mandatory Periods for Co Scholastic Areas Including Health and Physical Education.

KINDER GARTEN - LKG - II MOTHER TEACHER & FLEXIBLE

SUBJECTS	LISTENING	SPEAKING	READING	WRITING	THINKING SKILL	CREATIVE SKILL
ENGLISH						
HINDI						
MATHS						
EVS						
PERFORMING ART						
PHYSICAL DEVELOPMENT						



III- V**TOTAL=54**

SUBJECTS	CLASSROOM	FIELD/PRACTICAL	ACTIVITY LABS	TOTAL PERIODS
ENGLISH	4	1	1	6
HINDI	4	1	1	6
EVS	4	1	1	6
SOCIAL STUDIES	3	1	1	5
MATHS	4	1	1	6
MORAL EDU +LIFE SKILLS	1	1	-	2
COMPUTERS	1	2	-	3
GK	1	-	1	2
MUSIC	1	-	-	1
ART	1	-	1	2
SPORTS	-	6	-	6
COMMUNICATION SKILL	-	1	1	2
LIBRARY	-	-	1	1
REMEDIAL CLASS	6	-	-	6

VI – VIII**(TOTAL= 54)**

SUBJECTS	CLASSROOM	FIELD/ PRACTICAL	LABS(VARK)	TOTAL PERIODS
ENGLISH	4	1	1	6
HINDI	4	1	1	6
SANSKRIT	4	1	1	6
MATHS	4	1	2	7
SCIENCE	4	1	2	7
SOCIAL. SCIENCE	4	2	1	7
COMPUTERS	1	-	1	2
MORAL ED+LIFE SKILLS	1	1	-	2
GK	1	-	-	1
INTEGRATED ART	1	1	1	3
LIBRARY	1	-	-	1
SPORTS (ZERO PERIOD)	-	-	-	6

DDPS ACADEMIC CALANDER



ACADEMIC CALANDER

SESSION - 2021-22



DHAULADHAR PUBLIC SCHOOL BAROTIWALA





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APRIL- 2021

THEME OF MONTH AWARENESS

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2 GOOD FRIDAY	3
4	5	6	7	8	9 HOUSE MEET	10 SECOND SATURDAY
11	12	13	14 AMBEDKAR JAYANTI	15 HIMACHAL DAY	16	17 FACULTY MEET
18	19	20	21 RAM NAVAMI	22	23	24 PTM
25	26	27	28 HOUSE ASSEMBLY	29	30	

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- GREEN MONTH (Nursery, L.K.G., U.K.G.)
- YELLOW DAY CELEBRATION
- WALK TO GARDEN
- SALAD DECORATION COMPETITION

- HOUSE MEET
- SCHOOL CABINET SELECTION
- BULLENTIN BOARD COMPETITION
- STRETCH AND GROW SPORTS- MY GAME-
- INDOOR/ OUTDOOR
- INTEGRATED ART- PAPER
- CARFT ON BAISAKHI

- HOUSE MEET
- SCHOOL CABINET SELECTION
- BULLENTIN BOARD COMPETITION- AWARENESS
- STRETCH AND GROW SPORTS- MY GAME-
- INDOOR/ OUTDOOR
- INTEGRATED ART- CREATE A HANGING GARDEN GROW AND EGG CARTON TREE



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MAY- 2021

THEME OF MONTH DEVOTION IN EMOTION

SUN	MON	TUE	WED	THU	FRI	SAT
						1 FACULTY MEET
2	3 FA1	4 FA1	5 FA1 HOUSE ASSEMBLY	6 FA1	7 FA1	8 FA1
9	10	11	12 HOUSE ASSEMBLY	13	14 RAMJAN	15 PTM FACULTY MEET
16	17 DR. SUSHMA SUMMER CAMP	18 DR. SUSH MA SUMM ER CAMP	19 DR. SUSHMA SUMMER CAMP	20 DR. SUSHMA SUMMER CAMP	21 DR. SUSHMA SUMMER CAMP	22 DR. SUSHMA SUMMER CAMP
23	24 DR. SUSHMA SUMMER CAMP	25 DR. SUSH MA SUMM ER CAMP	26 BUDH PURNIMA	27 TEACHER IN- SERVICE TRAINING	28 TEACHER IN- SERVICE TRAINING	29 TEACHER IN- SERVICE TRAINING
30	31 TEACHER IN- SERVICE TRAINING					
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-8	
<ul style="list-style-type: none"> ➤ BLUE MONTH ➤ MOTHER'S DAY CELEBRATION ➤ Dr. SUSHMA SUMMER CAMP ➤ BLUE DAY CELEBRATION 		<ul style="list-style-type: none"> ➤ TALENT HUNT ➤ MOTHER DAY CELEBRATION ➤ HOUSE MEET ➤ DR. SUHMA SUMMER CAMP 			<ul style="list-style-type: none"> ➤ TALENT HUNT ➤ MOTHER DAY CELEBRATION ➤ HOUSE MEET ➤ DR. SUHMA SUMMER CAMP 	



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JUNE- 2021

THEME OF MONTH REACH YOUR POTENTIAL

SUN	MON	TUE	WED	THU	FRI	SAT
		1 SUMMER VACATION	2 SUMMER VACATION	3 SUMMER VACATION	4 SUMMER VACATION	5 SUMMER VACATION
6	7 SUMMER VACATION	8 SUMMER VACATION	9 SUMMER VACATION	10 SUMMER VACATION	11 SUMMER VACATION	12 SUMMER VACATION
13	14 SUMMER VACATION	15 SUMMER VACATION	16 SUMMER VACATION	17 SUMMER VACATION	18 SUMMER VACATION	19 SUMMER VACATION
20	21 SUMMER VACATION	22 SUMMER VACATION	23 SUMMER VACATION	24 SUMMER VACATION	25 SUMMER VACATION	26 SUMMER VACATION
27	28 SUMMER VACATION	29 SUMMER VACATION SEMINAR	30 SUMMER VACATION SEMINAR	SUMMER BREAK YOGA DAY CELEBRATION		



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JULY- 2021

THEME OF MONTH NURTURE, NATURE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7 HOUSE ASSEMBLY	8	9	10
11	12	13	14 HOUSE ASSEMBLY	15	16 HOUSE MEET	17 FACULTY MEET
18	19	20	21 BARID	22	23	24 PTM
25	26	27	28 HOUSE ASSEMBLY	29	30	31

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- YELLOW MONTH
- POEM RECITATION
- RAIN FEST
- PLANTATION
- VISIT TO HILL

- HOUSE MEET
- BULLETIN BOARD COMPETION
- ART INTEGRATION-USE OF WASTE MATERIAL
- PLANTATION DRIVE
- MONTHLY THEME PROJECT
- POSTER MAKING

- HOUSE MEET
- BULLETIN BOARD COMPETION
- ART INTEGRATION-USE OF WASTE MATERIAL
- PLANTATION DRIVE
- MONTHLY THEME PROJECT
- POSTER MAKING



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AUGUST- 2021

THEME OF MONTH UNITY AND FRATERNITY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 HOUSE ASSEMBLY	5	6	7
8	9 FA2	10 FA2	11 FA2 HOUSE ASSEMBLY	12 FA2	13 FA2	14 FA2
15	16 FA2	17	18 HOUSE ASSEMBLY	19	20	21
22 RAKSHA BANDHAN	23	24	25 HOUSE ASSEMBLY	26	27	28 PTM
29	30	31				

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- RAINBOW MONTH
- JANAMASTMI CELEBRATION
- INDEPENDENCE DAY CELEBRATION
- VISIT TO POST OFFICE

- HOUSE MEET
- BULLETIN BOARD
- COMPETITION HPE- MASS PT
- SPORTS –FOOTBALL MATCH
- INTEGRATED ART- FACE PAINTING, FLAG MAKING
- MONTHLY THEME PROJECT- TEAM WORK

- HOUSE MEET
- BULLETIN BOARD
- COMPETITION HPE- MASS PT
- SPORTS –BASKETBALL MATCH
- INTEGRATED ART- POTRAIT MAKING
- MONTHLY THEME PROJECT- PATRIOTIC POETRY
- INTER HOUSE COMPETITION



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SEPTEMBER- 2021

THEME OF MONTH SOURCE OF WISDOM

SUN	MON	TUE	WED	THU	FRI	SAT
			1 HOUSE ASSEMBLY	2	3	4
5 TEACHER'S DAY	6 SA1	7 SA1	8 SA1 HOUSE ASSEMBLY	9 SA1	10 SA1	11 SA1
12	13 SA1	14 SA1	15 HOUSE ASSEMBLY	16 SA1	17 SA1	18 FACULTY MEET
19	20	21	22 HOUSE ASSEMBLY	23	24	25
26	27	28	29	30 PTM		

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- PINK MONTH
- CARD MAKING
- PINKMONTH CELEBRATION
- VISIT TO RAILWAY STATION
- ENGLISH/HINDI POEM RECITATION

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT
- INTERHOUSE COMPETITIONS- HINDI SLOGAN WRITING

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT
- INTERHOUSE COMPETITIONS- PPT MAKING /BIOGRAPHY OF ICON
- “KAVI SAMMELAN”



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OCTOBER - 2021

THEME OF MONTH SANSKAR: OUR HERITAGE IS OUR IDENTITY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2 GANDHI JAYANTI SWACH BHARAT
3	4	5	6 HOUSE ASSEMBLY	7	8	9
10	11	12	13 HOUSE ASSEMBLY	14	15 DUSSEHRA	16 FACULTY MEET
17	18	19	20 BALMIKI JAYANTI	21	22	23 PTM
24	25 FA3	26 FA3	27 FA3 HOUSE ASSEMBLY	28 FA3	29 FA3	30 FA3
31						

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- ORANGE MONTH
- SHOW AND TELL
- DUSSEHRA CELEBRATION AND ORANGE DAY
- VISIT TO TRAFFIC PARK

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- HPE SPORTS ART CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT
- DANCE RANGOLI INTERHOUSE COMPETITIONS CANDLE AND DIYA CELEBRATION

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- HPE SPORTS ART CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT
- DANCE RANGOLI INTERHOUSE COMPETITIONS



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NOVEMBER - 2021

THEME OF MONTH SANSKAR: OUR HERITAGE IS OUR IDENTITY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 DIWALI BREAK	4 DIWALI BREAK	5 DIWALI BREAK	6 DIWALI BREAK
7			10 DR. RANDHIR RANA SPORTS WEEK			
14	15	16	17 HOUSE ASSEMBLY	18	19 GURU NANAK BDAY	20 FACULTY MEET
21	22	23	24 HOUSE ASSEMBLY	25	26	27
28	29	30				

PREP. WING – NUR – UKG

- WHITE MONTH
- SPORTS MEET
- CHILDREN DAY CELEBRATION
- VISIT TO STADIUM
- SPORTS MEET

JUNIOR WING-1-5

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- HPE SPORTS MEET
- ART-CRAFT ,INTEGRATED ART
- MONTHLY THEME PROJECT
- INTERHOUSE COMPETITIONS
- POCSO CHILD SAFETY WEEK+ GOOD TOUCH BAD TOUCH

MIDDLE WING-6-8

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- HPE SPORTS MEET
- ART-CRAFT ,INTEGRATED ART
- MONTHLY THEME PROJECT
- INTERHOUSE COMPETITIONS
- POCSO CHILD SAFETY WEEK+ GOOD TOUCH BAD TOUCH
- QUIZ COMPETITION



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DECEMBER - 2021

THEME OF MONTH SANSKAR: OUR HERITAGE IS OUR IDENTITY

SUN	MON	TUE	WED	THU	FRI	SAT
			1 HOUSE ASSEMBLY	2	3	4
5	6 FA4	7 FA4	8 FA4 HOUSE ASSEMBLY	9 FA4	10 FA4	11 FA4
12	13	14	15 HOUSE ASSEMBLY	16	17	18 FACULTY MEET
19	20	21	22 HOUSE ASSEMBLY	23	24	25 CHRISTMAS
28	29	30				

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- RED MONTH
- CHRISTMAS CELEBRATION
- LETTER WRITING TO SANTA
- DD FOUNDATION- "SHAYOG EVENT"

- CLUB MEET HOUSE MEET
- BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT- "SHAYOG"
- INTERHOUSE COMPETITIONS
- X-MAS CELEBRATIONS
- PRE MEDICAL CAMP QUIZ COMPETITION

- CLUB MEET HOUSE MEET
- BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT- "SHAYOG"
- INTERHOUSE COMPETITIONS
- X-MAS CELEBRATIONS
- PRE MEDICAL CAMP



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JANUARY - 2022

THEME OF MONTH RIGHTS AND RESPONSIBILITY

SUN	MON	TUE	WED	THU	FRI	SAT
						1 WINTER BREAK
2	3 WINTER BREAK	4 WINTER BREAK	5 WINTER BREAK	6 WINTER BREAK	7 WINTER BREAK	8 WINTER BREAK
9	10 WINTER BREAK	11	12	13	14	15 FACULTY MEET
16	17	18	19 HOUSE ASSEMBLY	20	21	22
23	24	25 STATEHOOD DAY	26 REPUBLIC DAY	27	28	29 PTM
30	31					

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-8

- BEING POLITE
- WINTER FEST
- LIVING ART EXHIBITION

- BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT-SAFETY TOOLS
- INTERHOUSE COMPETITIONS
- EXHIBITION PROJECT

- BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART
- MONTHLY THEME PROJECT-SAFETY TOOLS
- DEBATE COMPETITIONS
- INTERHOUSE COMPETITIONS



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FEBRUARY - 2022

THEME OF MONTH IMAGINE,INVENT,INSPIRE

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 HOUSE ASSEMBLY	3	4	5
6	7	8	9 HOUSE ASSEMBLY	10	11	12
13	14	15	16 HOUSE ASSEMBLY	17	18	19
20	21 SA2	22 SA2	23 SA2 HOUSE ASSEMBLY	24 SA2	25 SA2	26 SA2
27	28 SA2					
PREP. WING – NUR – UKG		JUNIOR WING-1-5		MIDDLE WING-6-8		
<ul style="list-style-type: none"> ➤ KITE DAY ➤ GRAND PARENTS DAY CELEBRATION 		<ul style="list-style-type: none"> ➤ MOTHER TONGUE DAY CELEBRATION ➤ BASANT PANCHAMI CELEBRATION ➤ STEMA EXHIBITION 		<ul style="list-style-type: none"> ➤ MOTHER TONGUE DAY CELEBRATION ➤ KITE DAY ➤ BASANT PANCHAMI CELEBRATION ➤ STEMA EXHIBITION 		



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MARCH - 2022 -THEME OF MONTH DO YOUR BEST

SUN	MON	TUE	WED	THU	FRI	SAT
		1 SA2	2 SA2	3 SA2	4 SA2	5 SA2
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-8	
➤ GRADUATION CERMONY		➤ TALENT HUNT			➤ TALENT HUNT	

HOUSE SYSTEM

D – DEVOTION

D – DETERMINATION

P- PEACE

S- STRENGTH



CLUBS

DANCE CLUB

MUSIC CLUB

ART – CRAFT CLUB

ORATORS CLUB

CULINARY ART CLUB

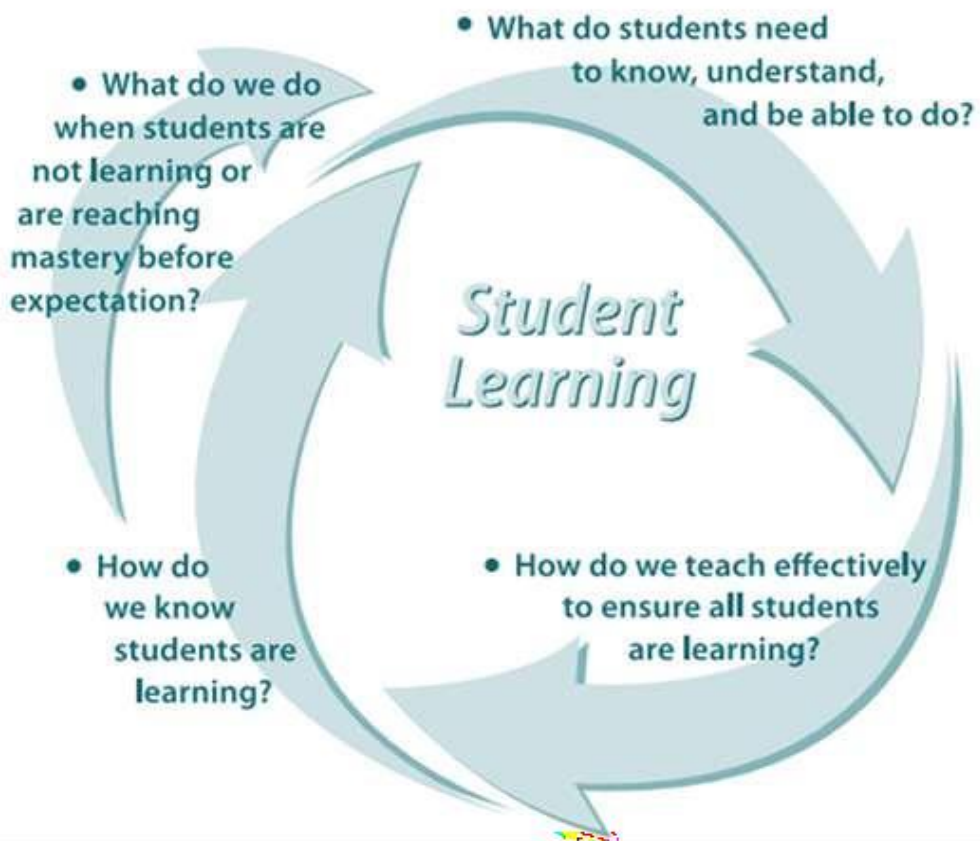
ENVIRONMENT SAVIOUR CLUB

STEM – MATHS & SCIENCE CLUB

SPORTS CLUB

ASSESSMENT

Continuous Cycle of Student Learning



STRUCTURE OF ASSESSMENT SCHEME

The Assessment scheme will have an 80 marks component for and Annual Examination in all scholastic subjects along with a 20 marks component of Internal Assessment. Grading Scale for Scholastic Areas AS PER

CBSE DIRECTIVES

(School will award grades as per the following grading scale)

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 and below	E

TERM EXAM – 80 + INTERNAL ASSESSMENT – 20 = 100

PERIODIC ASSESSMENT –	5
MULTIPLE ASSESSMENT -	5
PORTFOLIO-5 / CW NOTEBOOK –	5
ASL / SUBJECT ENRICHMENT ACTIVITIES -	5

WHAT IS PERIODIC ASSESSMENT?

The main purpose of Periodic Assessment is to assess the learning progress of students done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction.

Do Remedial teaching and set curricular targets for a student or a group of students i.e. **BASIC GENERAL STANDARD**

The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. This is

1. Assessment of Learning
2. Assessment for Learning
3. Assessment as Learning
4. Assessment in Learning

• ASSESSMENT OF LEARNING

The assessment of learning is defined as a process whereby someone attempts to describe and quantify the knowledge, attitude or skills possessed by another. Teacher direction is

paramount, and the student has little involvement in the design or implementation of the assessment process in these circumstances.

1. Teacher designs learning
2. Teacher collects evidence - PORTFOLIO
3. Teacher judges what has been learnt (what has not been learnt)

• ASSESSMENT FOR LEARNING

The assessment for learning involves increased level of student autonomy, but not without teacher's guidance and collaboration. There is more emphasis towards giving useful advice and feedback to the student and less emphasis on the giving of marks and the grading function.

1. Teacher designs learning
2. Teacher designs assessment with feedback to student
3. Teacher judges what has been learnt
(student develops insight into what has not)

• ASSESSMENT AS LEARNING

The assessment as learning is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on peer learning. It is the assessment that is done where Blended learning, E-Learning and Applied Learning take place. Assessment as learning generates opportunities for self-assessment and peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others.

1. Teacher and student co-construct learning
2. Teacher and student co-construct assessment
3. Teacher and student co-construct learning progress map

• ASSESSMENT IN LEARNING

The assessment in learning places the question at the center of teaching and learning. Assessment in learning takes place when open-ended learning and creativity increases. It deflects the teaching from its focus on a 'correct answer' to a focus on 'a fertile question'. Through enquiry students engage in processes that generate feedback about their learning, which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

1. Student as the center of learning
2. Student monitors, assesses, and reflects on learning
3. Student initiates demonstration of learning (to self and others)
4. Teacher as coach and mentor

Periodic Assessment is further divided into the following:

1. Periodic Tests (05 marks):

2. these would be restricted to 3 in each subject

3. in an academic year and the **average of best 2** would to be taken for final submission of marks.

4. These tests tend to follow a pattern, which is quite like the end of course examination and have a gradually increasing portion of content.

5. Tend to prepare students for final summative exams in a more confident manner.

6. The weightage of this component, however, would be of 05 marks only.

MULTIPLE ASSESSMENT (05 MARKS):

Multiple assessment strategies relevant to learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide teachers flexibility to use multiple and diverse techniques to assess learners viz. **OBSERVATION, ORAL TESTS,**

INDIVIDUAL OR GROUP WORK, CLASS

DISCUSSION, FIELD-WORK, CONCEPT MAPS, GRAPHIC ORGANIZERS, VISUAL REPRESENTATION ETC.

schools give autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning WITH PERMISSION OF PRINCIPAL ON RECOMMENDATION OF HOD

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, **DEVELOPING SIMPLE SCORING CRITERIA AND RUBRICS** becomes of equal importance when deciding to use a technique. In tune with purpose of periodic assessment i.e. to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures incise students are found deficient in proficiency of relevant learning outcomes. **The weightage of this component would be of 05 marks.**

PORTFOLIO

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

WHAT IS A PORTFOLIO?

a) A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth, and achievement in key areas learning outcomes. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and

pencil tests. Assessment would include self and peer assessment, among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding. b) For a simpler approach in the first year, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students' artefacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing, and reflecting.

TEACHERS are expected to develop the portfolios as per para 4.2.2 (a) c) This portfolio can be seen both as a process and as a product:

As a product, **it holds the performance records and documents**, a student has produced during the learning course and **represents a collection of their learning achievements**.

As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts, and set future goals. **d) What purposes does a portfolio serve?**

In a general sense, a portfolio offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be assessed through traditional forms of testing.

provides a profile of learner's abilities – in-depth growth and progress serves as a concrete vehicle for an ongoing communication or exchange of information and feedback among various stakeholders - students, peers' teachers, administrators.

It may even be used to compare achievement across classrooms or schools; serves as a lens and helps to develop among students an awareness of their own learning.

The focus on self-assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals.

The active role that students plays in examining what they have done and what they want to accomplish, not only motivates them but also help to develop metacognitive skills which enable them to make adjustments not only in their learning in school but beyond as well provide an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear understanding and evaluation of personal goals; Thus, a portfolio, on one hand helps to establish a common vision of goals and holistic picture of students learning, on the other, increases accountability and contributes to improved teaching and learning. Enabling review of curriculum and instruction, it may also be a tool for curriculum enhancement.

HOW TO PREPARE A PORTFOLIO?

At the outset, it is important to know why a portfolio is being created and be clear of the purposes without purpose. Without purpose, it simply becomes a catalogue of student's work. It is suggested that the portfolios be an extension of notebooks developed subject-wise. They **would include classwork and homework assignments** that would help evaluate learner's

progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area.

The attention should be to promote techniques such as annotation, identification of key words / topics / themes, summarization and organization of ideas and content. The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problemsolving merit inclusion as well.

A periodic review of the evidences included in the portfolio would facilitate selfassessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

ASSESSING PORTFOLIOS

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – the factors to be used in determining the quality of a student's portfolio needs to be carefully developed and shared with students. The key elements of the criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

Organization – Neatness and Visual Appeal

Completion of guided work focused on specific curricular objectives

Evidences of student's growth Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios. A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible.

Developing them should not be a burden on students- both in terms of cost and time.

The weightage of this component would be of 05 marks.

SUBJECT ENRICHMENT ACTIVITIES

Subject enrichment activities aligned with the school curriculum aim at enrichment of the understanding and skill development.

They provide in-depth learning that motivates students to dig deeper into the discipline.

These enrichment activities need to challenge students and permit them to apply knowledge to the next level.

These activities become an important instrument to learn the processes by which knowledge is generated in a discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of discipline. It is important that the Subject Enrichment Activities be conducted with rigor and focus. Some suggestions for this are as follows: Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills.

Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in Science and Mathematics need to be conducted in the investigatory spirit in congruence to be spirit of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes.

Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/problems encountered. The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects.

It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions a special way of understanding and responding to work.

Exploring into ideas and meanings through the works of ARTISTS/EXPERTS/WRITERS/POETS, THE STUDENTS WOULD DEVELOP IMAGINATION AND CRITICAL AWARENESS.

The weightage of this component would be of 05 marks.

4.3 Co-Scholastic Areas

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends two major Co-scholastic activities viz., Art Education and Health and Physical Education in which the area of Work experience is subsumed.

(A) ART EDUCATION

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order.

Students may select one form each from Visual Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry, and Folk-Art forms etc.). Children's participation in activities / competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

(b) Health and Physical Education (Sports/ Self-Defense /Yoga/ NCC etc.) Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing, and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices. Health and Physical Activities, preferably sports must be FOLLOWED in given one regular period per day. Students should be provided opportunities to get professionally trained in their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice, and health care. Similarly, Self-defense may be actively taught to students, especially girl students, as it in stills confidence and empowers them.

The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school. To address the Health aspect of HPE, APPOINTED SCHOOL DOCTOR should examine children once in the academic year along with a follow-up session during the year.

Bring any noticeable disability in a student to the notice of the PRINCIPAL CONCERNED CO-ORDINATOR school counsellor and parents.

Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document. SUBMIT COMPLETE DATA IN SOFT & HARD COPY TO CLASS TEACHER & EXAMINATION FOR OFFICIAL RECORD.

4.4 Assessment of Co-Scholastic Areas

Assessment of Co-scholastic Areas may be continuously done by collecting information, reflecting on, and using that information to review children's progress and to plan future learning experiences.

The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades. In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes and will have no descriptive indicators. The students shall be assessed on two areas i.e.

Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done. The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout the academic year and finally assign grades.

PARAMETERS OF ASSESSMENT

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Co-scholastic Areas Product Process

Health and Physical

Education which includes

Work Experience

Overall fitness Participation, team-spirit, commitment, and honest effort. Art Education Expression, creativity and Aesthetic appeal Participation, cooperativeness, patience, systematic approach, neatness, and cleanliness in work and workplace and devotion and honest effort in work

Details of Five-point Grading for Art Education

Grade Connotation

A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

Distribution of Periods/ Grades for Internal Assessment in Health and Physical Education (with Work Experience subsumed in it)

Strand Periods (App) Grades*

1. GAMES A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports -

While filling online data, following grades may be filled against HPE: Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)

2. Health and Fitness

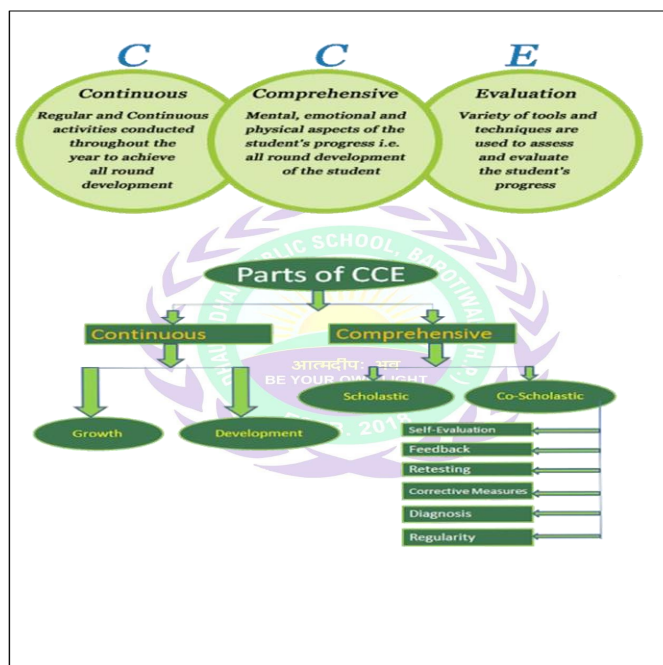
3. SEWA 50 periods Grades of SEWA is considered against Work Experience Grade (A-E) on 5-point scale (A, B, C, D, E)

4. Health and Activity Card

- * Refer the detailed HPE guidelines available on www.cbseacademic.nic.in Suggestions for Teachers should encourage participation of each child in some activity or the others that no child is left out from participation in activities organized at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers to facilitate and assess learner's performance and then finally assign grades.

Discipline (Attendance, Sincerity, Behavior, Values) Discipline

significantly impacts career shaping and helps build character, sincerity, self control, perseverance, good behavior, and values. The concept of discipline should not be confused with strict authoritarian environment and the students should be given freedom to share their doubts and ideas with teachers regarding class work. Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five-point scale (A to E) keeping in view the overall attendance, sincerity, values, and behavior of the students. Values Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.



MULTIPLE TOOLS OF ASSESSMENT

TYPES

INFORMAL / FORMAL DIAGNOSTIC

DURATION/PHASE

TOPIC/CHAPTER/UNIT

TOOLS - TO MEASURE VISUAL – PPT / CHARTS

/POSTERS / ENACTMENT

/ROLEPLAY

AUDITORY – ASL / COMPREHENSION / REVIEW /
INTERACTIVE

READING – READING / WRITING – COMPOSITION,
PROVING,

KINESTHETIC – PRACTICALS /PROJECTS / FIELD EVENT
/OBSERVATION / /PRESENTATION

TIILL GOAL IS REACHED WITH ZERO DETAINING



MULTIPLE ASSESSMENT

7. विद्यार्थियों को आंतरिक मूल्यांकन (INA) के अंक पूरे पाठ्यक्रम के आधार पर प्रदान किये जायेंगे अर्थात् INA के अंक प्रदान करते समय 30% कटौती किया गया पाठ्यक्रम भी ध्यान में रखा जायेगा।

INA के लिए अंक विभाजन निम्न प्रकार से रहेगा:

1. Online/Classroom उपस्थिति 75% और अधिक = 2 अंक
2. 30% कटौती पाठ्यक्रम की 4 Assignments जोकि = 5 अंक (Pro rata basis)
25 अंक की होगी, में अर्जित अंक
3. 1st Term, 2nd Term Pre Board में अर्जित अंक = 8 अंक (Pro rata basis)
कुल अंक = 15

8. विद्यालयों में शीतकालीन अवकाश रद्द रहेगा तथा दूसरे हनिवार का अवकाश भी नहीं होगा। इस बारे अधिसूचना शिक्षा विभाग अपने स्तर पर जारी करेगा।

Scholastic Assessment

Formative and Summative Assessment – [FA1+FA2+FA3+FA4]

<u>Subject</u>	<u>Skills</u>	<u>Mode of Assessment</u>	<u>Teacher's Role</u>
LANGUAGE	<ul style="list-style-type: none"> ▪ Oral & Listening ▪ Writing ▪ Comprehension 	<ul style="list-style-type: none"> ▪ Dialogue ▪ Conversations ▪ Speeches (Debating recitation) ▪ Quiz, Essays ▪ Research Projects ▪ Group work ▪ Assignments ▪ Research Projects ▪ Question papers 	<p>Diagnostic / remediation</p> <ul style="list-style-type: none"> ▪ Portfolio / Received maintained month / term / academic year. ▪ Identify areas in which students need additional practice ▪ Checklist maintained ▪ Observation Schedules – Anecdotal records

Example of Formative Assessment- Debating on a topic which could be connected to the Curriculum / Social Environment. –

SKILLS – Oral and listening

Scholastic Assessment

Formative Assessment & Summative Assessment

<u>Subject</u>	<u>Skills</u>	<u>Mode of Assessment</u>	<u>Teacher's Role</u>
MATHEMATICS	<ul style="list-style-type: none"> ■ Analysis ■ Problem Solving ■ Critical Thinking ■ Decision making ■ Data Handling ■ Use of IT 	<ul style="list-style-type: none"> ■ Home Assignment ■ Worksheets ■ Seminar ■ Symposium ■ Group Discussion / Activity ■ Project ■ Survey ■ Math lab activities ■ Math events ■ Written Assignment ■ Written Test ■ Assignment 	<p>Diagnostic / remediation</p> <ul style="list-style-type: none"> ■ Portfolio / Received maintained month / term / academic year. ■ Identify areas in which students need additional practice ■ Checklist maintained ■ Observation Schedules – Anecdotal records ■ Facilitate peer assessment & self assessment (Diagnostic)

Example of Formative Assessment: Topic for class IX- “ *Climate change-temperature and rainfall patterns in Delhi for the last 5 years*”
 SKILLS-Data handling, analysis, use of IT. -

Scholastic Assessment

Formative Assessment & Summative Assessment

<u>Subject</u>	<u>Skills</u>	<u>Mode of Assessment</u>	<u>Teacher's Role</u>
Science	<ul style="list-style-type: none"> · Observation & Investigation · Exploration · Deductive and analytical · Correlation to real life environment · Analysis · Use of IT · Concept understanding 	<ul style="list-style-type: none"> · Projects · Survey · Model & Charts · Group Work · Research · Worksheets · Seminar · Group Discussion / Activity · Symposium · Science lab activities · Written Test · Assignment 	<p>Diagnostic / remediation</p> <ul style="list-style-type: none"> · Portfolio / Received maintained month / term / academic year. · Identify areas in which students need additional practice · Checklist maintained · Observation Schedules – Anecdotal records · Facilitate peer assessment & self assessment (Diagnostic)

Example: Assigning a project to Class IX on " **Water Conservation –** Through a survey collect information regarding wastage and shortage of water in your locality and providing the action plan for the same".

Skills:
Investigative and analysis, Concept Understanding ,
Correlation to real life environment, Use of IT and etc.

Scholastic Assessment

Formative Assessment & Summative Assessment

Subject	Skills	Mode of Assessment	Teacher's Role
Social Science	<ul style="list-style-type: none"> ·Investigation ·Deductive and analytical ·Correlation to real life environment ·Analysis ·Use of IT ·Concept understanding 	<ul style="list-style-type: none"> ·Commentaries ·Project ·Model & Charts ·Group Work ·Research ·Worksheets ·Seminar ·Group Discussion / Activity ·Survey ·Written Test ·Assignments 	<ul style="list-style-type: none"> Diagnostic / remediation ·Portfolio / Received maintained month / term / academic year. ·Identify areas in which students need additional practice ·Checklist maintained ·Observation Schedules – Anecdotal records ·Facilitate peer assessment & self assessment (Diagnostic)

DDPS SCHEDULE FOR – REMEDIAL HELP

**EACH DAY - IN REMEDIAL PERIOD
ACCORDING TO NEED OF
STUDENT**

**EACH SATURDAY IN SPECIAL CLASS WITH
PRIOR PERMISSION AND COLLABORATION
OF TRIO PLAT - PARENTS +LEARNER +
ADMINISTRATION+
TEACHER**

**CHILDREN ARE NOT CARE LESS
THEY ARE CARED LESS... LET'S GROW
WITH THEM**

EDUCATORS ENRICHMENT @ ACADEMIC EXCELLENCE

MANDATORY USAGE & TRAINING ON DIKSHA PORTAL



Syllabus



Textbook



eResources



ICT Initiative



NEP and NCFs



Journals



Library



Accessibility



Educational Survey



NTSE



Events



MoUs and Partnerships

E- RESOURCES

DIKSHA

NROER

NISHTHA

ePathshala

Swayam Prabha

DTH Channels

Kishor Manch

Youtube Channel

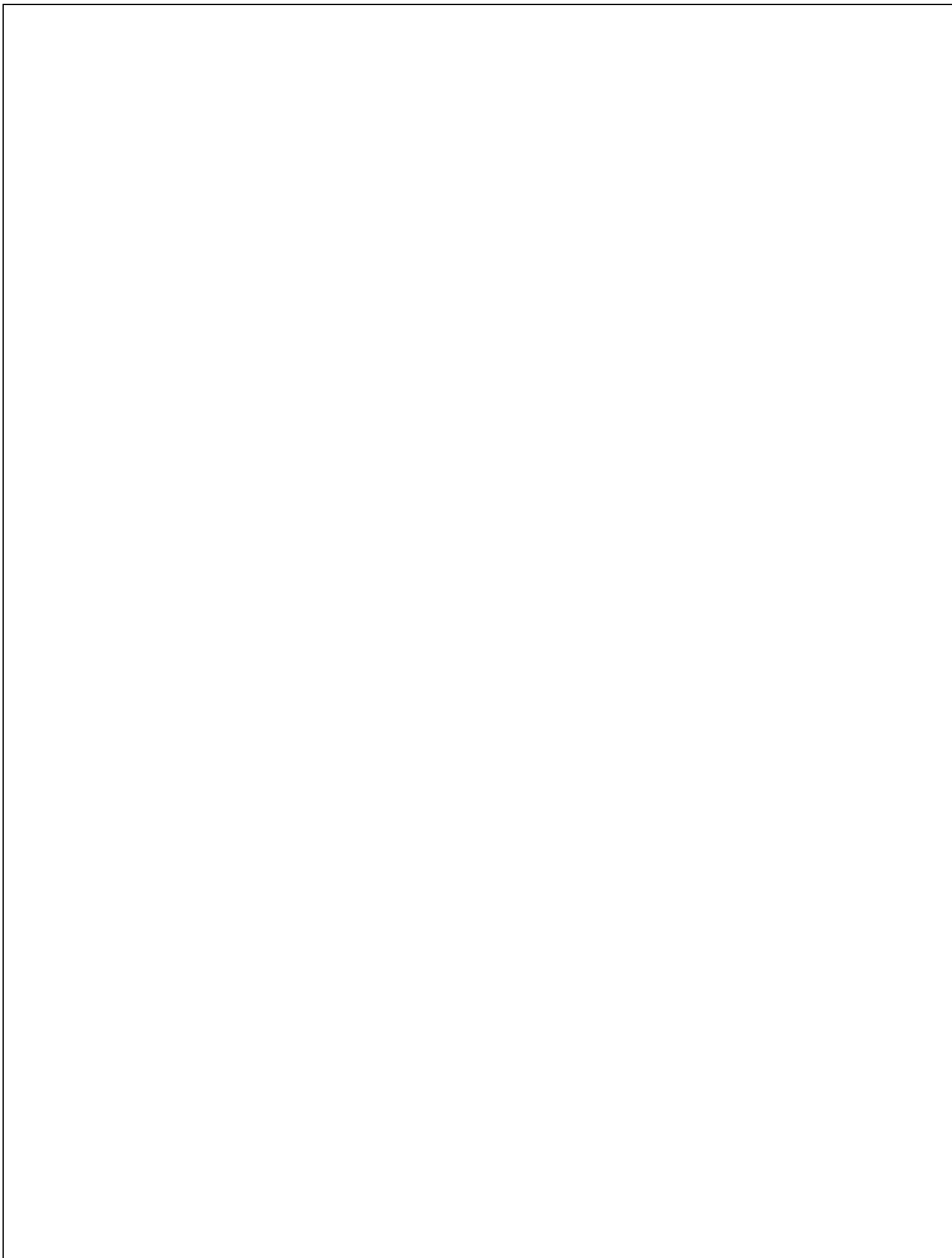


DIKSHA - National Teachers Platform for India

The DIKSHA platform offers teachers, students and parents engaging learning material relevant to the prescribed school curriculum. Teachers have access to aids like lesson plans, worksheets, and activities, to create enjoyable classroom experiences. Students understand concepts, revise lessons, and do practice exercises. Parents can follow classroom activities and clear doubts outside school hours

Epathshala

The digital India campaign has promoted extensive use of ICTs in the teaching learning process. The ePathshala, a joint initiative of Ministry of Human Resource Development (MHRD), Govt. of India and National Council of Educational Research and Training (NCERT) has been developed for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals, and a variety of other digital resources. The ePathshala Mobile app is designed to achieve the SDG Goal no. 4 as well i.e. equitable, quality, inclusive education and lifelong learning for all and bridging the digital divide. Students, Teachers, Educators and Parents can access eBooks through multiple technology platform that is mobile phones and tablets (as epub) and from the web portal through laptops and desktops (as Flipbook). ePathshala also allows users to carry as many books as their device supports. Features of these books allow users to pinch, select, zoom, bookmark, highlight, navigate, share, listen to text using text to speech (TTS) apps and make notes digitally.



LESSON/ UNIT PLAN AS DIRECTED BY CBSE

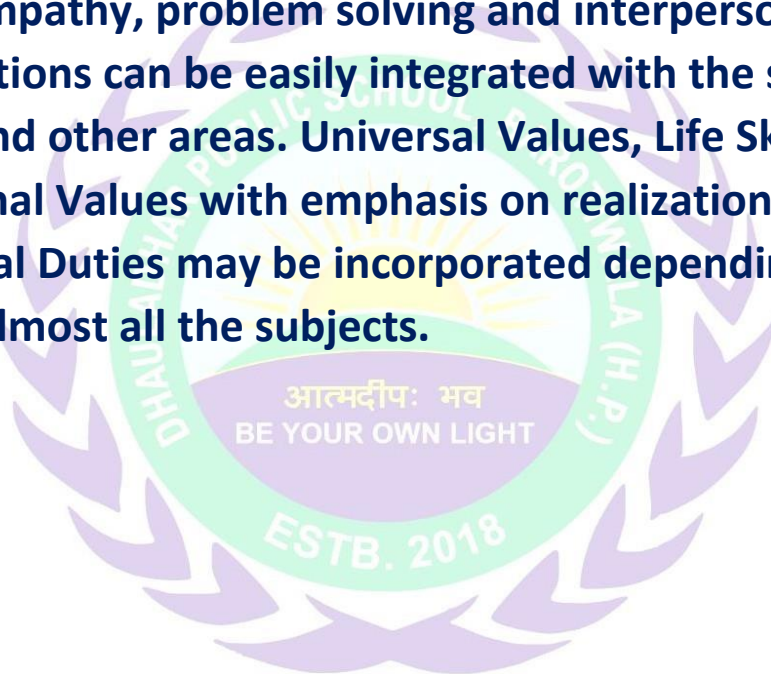
Specific Lesson Plans for the topics are to be prepared by the teachers.

THESE PLAN MAY HAVE THE FOLLOWING PARTS:

- **SPECIFIC LEARNING OUTCOMES.**
- **PEDAGOGICAL STRATEGIES.**
- **GROUP ACTIVITIES/EXPERIMENTS/HANDS-ON-LEARNING.**
- **INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE-SKILLS, VALUES, GENDER**
- **SENSITIVITY ETC.**
- **RESOURCES (INCLUDING ICT).**
- **ASSESSMENT ITEMS FOR MEASURING THE ATTAINMENT OF THE LEARNING**
- **OUTCOME**
- **FEEDBACK AND REMEDIAL TEACHING PLAN.**
- **INCLUSIVE PRACTICES**

CREATING CROSS-CURRICULAR LINKAGES

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography, and science when they have learnt how to write explanations/short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.



Learning skills include:

- Critical Thinking
- Creativity
- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness



DDPS CURRICULUM COMPENDIUM

AS PRESCRIBED BY HPSB -

English Speaking and other Languages

DDPS is an English-Speaking school and the medium of instruction is English.

Great care is taken to develop fluency and accuracy in this language.

Every CHILD study a second language and a high standard of proficiency is reached in Hindi, Gurmukhi, Sanskrit.

Teaching and Learning methodology

While Classes 1 TO VIII follow the CBSE - HPSEB syllabi, a flexibility of methodology and learning systems is strongly encouraged throughout the school to cater for different learning styles and preferences

The teaching system is backed by a Learning Support system, and teachers are available ALWAYS to provide extra support to individuals.

the school has provision for helping children with SPECIAL NEEDS, ABSENTEES, SLOW LEARNERS in ZERO PERIOD which includes identifying specific learning difficulties and providing appropriate support.

Syllabus – Class III to Class VIII

The School designs and implements its own curriculum for Classes III to VIII and tries to ensure that the boys and their teachers have as much flexibility as possible to foster a mutual learning process. The curriculum in the Junior and Middle School provides the basis for the key examination years and allows each boy to choose from the full list of subjects available for the Board exams for HPSEB

Subjects available for Class III to Class VIII

The following subjects are taught at the Class III and VIII levels:

English, Hindi, Mathematics, History ,Civics, Geography, Physics, Chemistry, Biology, IT,GK ,Moral education,Punjabi, Sanskrit , Environmental Science, Art and Physical Education.

Students, as per the CBSE rules, are allowed a choice of subjects with English, PUNJABI /HINDI / SANSKRIT – AS LANG 1, LANG 2, LANG 3

SCHOOL HAS INTRODUCED YOGA FROM CLASS VI as ADDITIONAL SUBJECT

DDPS is aspired to start ARTIFICIAL INTELLIGENCE as vocational subject in this session as per CBSE prescribed.

Sport in the Curriculum

Sport plays a key part in the daily life DDPS. Kids are taught the fundamentals of fitness and health.

In addition to basic physical training, they receive coaching in Cricket, Football, Hockey, Basketball, Tennis, Athletics Badminton, Mountaineering, Karate,

MARTIAL ART & YOGA, MEDITATION, PT is The School's sporting traditions and illustrious and there are regular Inter- House and Inter-School fixtures

Creativity in the Curriculum

Every child is encouraged to pursue activities like drama, debating, elocution, public speaking, art and craft, and music.

Communication skill, creative skills, computing skills, culinary art through clubs & house system,

DDPS inculcate LIFE SKILLS, LEADERSHIP QUALITIES, EMPOWERS DECISION MAKING, PROBLEM SOLVING, EMPATHY, AWRENESS, TEAM BUILDING, SPORTSMAN SPIRIT THROUGH CABINET SYSTEM.

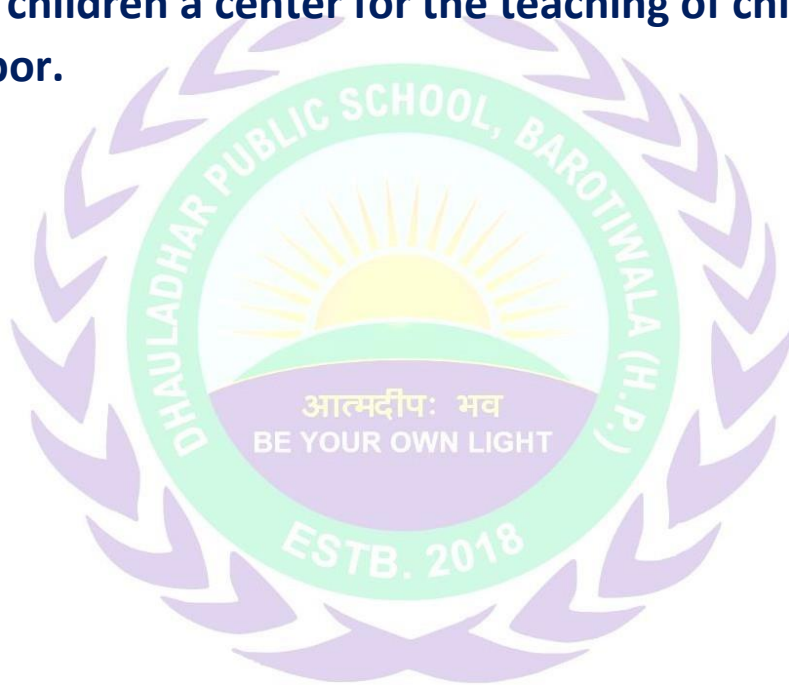
The school recognizes the importance of the creative and performing arts in shaping boys and girls for the modern world. Mutual respect, gender sensitivity, equality, compassion tolerance, adaptability, community social responsibility is inseminated through varied inter & intra school and inter-house events.

Outreach in the Curriculum

Community service and Socially Useful and Productive Work (SUPW) are a part of the formal curriculum.

DDPS runs SEHYOG - students community group to extend hand and serve in best possible manner with less privileged.

Pupils are encouraged to volunteer in 'SEHYOG the former being a special education center, mentally and physically challenged children a center for the teaching of children of migrant labor.



HOMEWORK POLICY

Careful consideration has been given to develop our school's Homework Policy, which specifies the type and amount of homework assigned to a student. Homework not only provides an important extension to the pupil's learning process, but encourages qualities of perseverance, self-discipline and shows that education continues beyond school. It is one of the important areas where both home and school can work together for the benefit of your child. The following advice is an attempt to make this partnership as effective as possible.

- The homework timetable for each grade is prepared by the Class Teacher as per the Homework Policy.
- All HomeWorks are required to be completed and submitted within the prescribed time.
- Try to ensure that your child has a well-lit working area (maybe a bedroom or dining room) but preferably away from any distractions.
- Try to show an interest in your child's work both at home and at school. Listen to problems; ask him/her about their day but without making this an ordeal.
- If your child is having difficulties, you may guide, but don't do the work for him/her.

- If a student seems to spend more time on homework than expected, parents may inform the school by making a note in the diary.
- Pupils who do not complete a homework task will have their diary stamped with warning and a new date to submit. Parents of pupils who continually encounter difficulties in completion of homework must meet the respective teacher and principal to find permanent solution.

WIDE circular no August 13, 2018: Cir No Acad.25 /2018 DDPS abide With CBSE issuance of the

“NO HOMEWORK or assignment to Primary grades of I & II”,

DDPS reiterates its commitment to the holistic development of learners inside and outside the classroom.

The said issuance aims to enable learners to have more quality time with their parents, family, and friends by limiting the homework/assignment to a reasonable quantity on school days and by eliminating the same during weekends and after school hours.

Homework assigned at all levels is a review of concepts learned in class and can be completed by students independently. Activity based Homework is designed for the 21st century students to enhance creative thinking for self-enrichment.

Our teachers provide details about the estimated time required to do each assignment. Practice worksheets and

Assignments are uploaded on portal to give additional practice for students. Homework also allows parents to have an active role in their child's education and helps them to evaluate their child's progress.

For the senior students, assignments focus on open-ended questions that can have various answers and points of view. Students' answers can lead to strong collaboration, exciting conversations, new ideas, as well as encourage leadership skills. Students of all ages need to learn by creating, as it helps to synthesize information and brings joy and meaning into their educational experience.

Equipping Students with The Skills to Solve Problems

Encouraging Real-Life Problem Solving, Logical Thinking, Creativity, and Imagination

Setting Varied, Challenging and Meaningful Tasks Related to Class Work to Suit the Students' Learning Needs

Giving Students Enough Time to Complete Homework, Considering Home Obligations and Extracurricular Activities

Assessing Homework and Providing Timely and Practical Feedback and Support

Helping Students Develop Organizational and Time- Management Skills

Ensuring Parents/Careers Are Aware of The School's Homework Policy

Developing Strategies Within the School to Support Parents/Careers Becoming Active Partners in Homework.

Offering A Wide Range of Opportunities for Families to Engage in Their Children's Learning.



Little prince or princess turning two years old?

With illuminated candles on cake hopes and dreams too start sprouting in parental minds.

Many parents of kindergartener's approach schools with trepidation, clouded with perplexity of FINDING BEST INSTITUTE FOR THEIR ANGEL.

At this point, VAST MOJORITY OF PARENTS shuffle their little darlings off to best school's battle rows or home schools in surrounding. Alas! Big schools race makes them rejected before starting up even & local small schools lack of main amenities. Come visit us @ dhauladharschool.in

DDPS – DHAULADHAR PUBLIC SCHOOL BAROTIWALA
(CHAIN of EDUCATIONAL INSTITUTES with A DIFFERENCE)



