



DHAULADHAR PUBLIC SCHOOL, BAROTIWALA

ANNUAL PEDAGOGICAL PLANNER

2022-23

INFORMATION ABOUT THE SCHOOL

AFFILIATION NUMBER:-	630272
AFFILIATION CODE :-	41842
UDISE CODE:-	02090800110
ACADEMIC SESSION:-	2022-23
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 :-	1 ST APRIL 2021 To 31 ST 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. Integration of technology in education.
4. Scientific temper is inculcated 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 development. 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
2nd week of March	Chairperson, Members of the school Committee	Acedemic planning,Resources, Events,Workshops, Programme in service, Training Seminars (Teachers/Students)
3rd week of April, September & Januray	SMC & PTA Members	Scholastic & Co-scholastic Planning
May , September, January	Educators & mentors	Skill , capacity building workshops,seminars , interaction sessions, trainings
Every 2nd 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	TOTAL STUDENTS
NURSERY	36
LKG	40
UKG	26
1 ST	26
2 ND A	26
2 ND B	29
3 RD	32
4 TH A	20
4 TH B	20
5 TH	29
6 TH	35
7 TH	31
8 TH	19
9 TH	17
10 TH	9
TOTAL	395

Teaching Staff Detail:-

Group	No.of teachers
PGT	6
TGT	5
PRT	5
NTT	2
Others	4
Total	23

INFRASTRUCTURE INFORMATION:-

TOTAL ROOMS -	49
MEDIUM SIZED -	5
SMALL SIZED-	4
LARGE SIZE -	29
PLAYGROUND-	2
AUDITORIUM –	1
DIGITAL CLASSROOM –	1
LIBRARY -	1
ACTIVITY ROOM	2
FEMALES REST ROOM -	1
MALE REST ROOM -	1
TOILETS -	53 (FEMALE STAFF- 2 MALE -1 DIFFERENTLY ABLE- 4)
BOUNDARY WALL-	YES
TOTAL AREA-	2 acre
LABORATORIES-	3
PURIFIERS-	2
COMPUTERS-	25
SICK ROOM -	YES
WI-FI-	YES
RAMP-	YES
BUSES-	5
LADY ATTENDANT-	5
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

- **CO-SCHOLASTIC RESOURCES**

ACTIVITY ROOMS

ART & CRAFT GALLERY

AUDITORIUM

MUSIC ROOM

SPORTS GROUNDS

YAGYASHALAs

MULTIMEDIA ROOM

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

CLUBS

- **GOVT INITIATIVES –**

DIKSHA PORTAL

SHIKSHA VAANI

NISHTHA PORTAL

E pathshala

CBSE COE

EDUCATION MISSION AND LONG TERM PLAN:-

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.

WHOM TO SEE – OVER ALL ANY GUIDANCE – PRINCIPAL

	DEPT/ ISSUE	OFFICIAL	NAME
1	SUBJECT	HOD	MRS.ANITA GUPTA MRS.NAMITA SHARMA MRS.SHILPA PHULL MRS. ANURADHA MRS. SUREKHA JASWAL
2	CLASS ISSUES	CO- ORDINATOR – WING	MRS.NAMITA SHARMA MRS. SARLA MEHTA
3	EXAMINATION	COE	MRS. DOLLY DEVI MS.KUSUMLATA MR. PASU SINGH
4	TIMETABLE	TIMETABLE INCHARGE	MRS. NAMITA SHARMA
5	TRANSPORT	TRANSPORT INCHARGE / OFFICE SUPDT	MR.ANIL SAINI MR. PASU
6	BANK / SALARY	ACCOUNT HEAD	MR.ANIL SAINI
7	DOCUMENTATION	OFFICE CLERK	MRS. BANDNA DEVI
8	BOOKS	LIBRARIAN	MRS.SEEMA DEVI MRS.SHILPA PHULL
9	ICT /	COMPUTER TEACHER	MRS.BANDNA DEVI MRS. ANJANA DEVI
10	ART	ART TEACHER	MRS.REENA DEVI

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.

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 OUTCOME 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 DEVELPOMENT 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.

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

DDPS 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

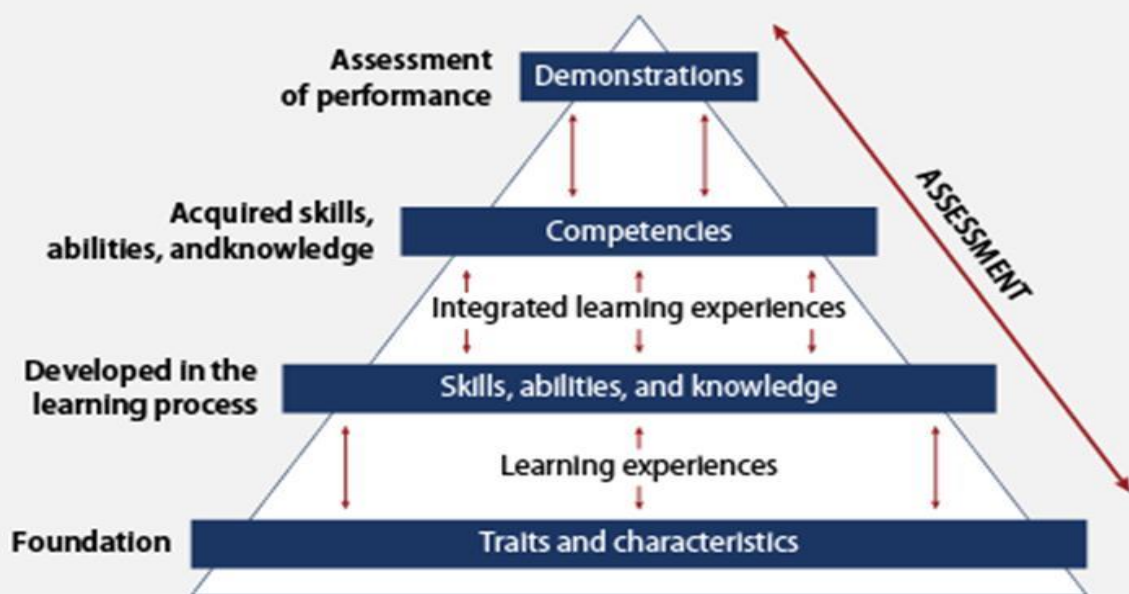
OUR DDPS ACADEMIC CONTOUR-

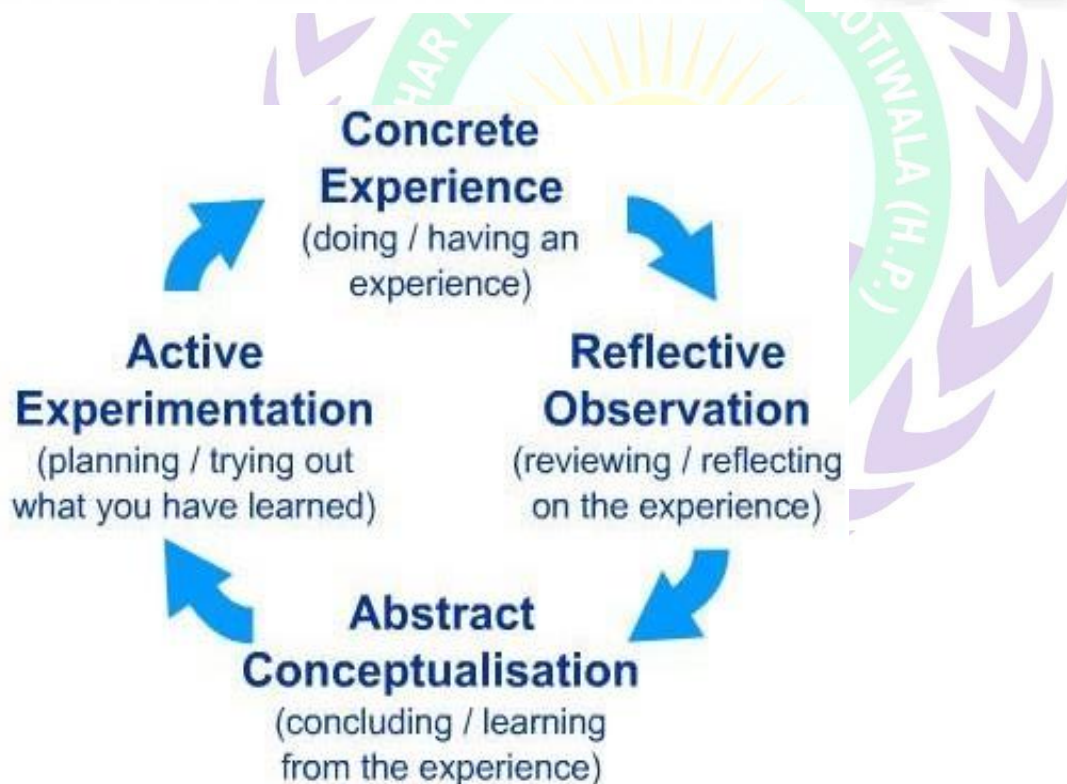
LETS PACE WITH THE TIME



FIGURE 1

A conceptual learning model





DESCRIPTOR 1: Engaging in Teachers' Professional Development

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible ?	What is the time line for implementation?	What will the impact look like?

<p>Actionable 1: Organisation of virtual and offline trainings, workshops and webinars based on identified schools and collaboration with CBSE and Sahodya</p> <p>Actionable 2: Engage in a dialogue with individual teachers to identify needs and the way ahead.</p> <p>Actionable 3: Establish subject wise committees of teachers for feedback on current knowledge and skills. Also identify specific needs of teachers.</p> <p>Actionable 4: The teacher attending the workshops to share the inputs with the rest of the teaching faculty.</p>	<p>1.Toencourage teachers to enroll for online workshops to improve day - to-day ways of working that involves professional learning and constructivist pedagogy.</p> <p>2. Circle meeting with educator</p> <p>3. Analyse the effect of different teaching styles on learning outcomes of studies.</p>	<p>Teachers will be encouraged to learn new digital techniques.</p> <p>Teachers will be encouraged to attend the CBSE seminar regularly.</p> <p>To know more about NEP2020 follow the curricular prescribed by CBSE on regular basis.</p>	<p>Principal Vice Principal Co-ordinators</p>	<p>Throughout the session</p>	<p>Teachers will be able to implement NEP2020 Effectively.</p> <p>All teachers will use rubrics to determine the attainment of learning outcomes.</p> <p>All teachers will be professionally updated and more empowered.</p>
---	---	---	---	-------------------------------	--

DESCRIPTOR 2: Initiating Innovations in Schools.

STEP 1	STEP 2	STEP3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?

<p>Actionable 1: Organising monthly activities in different subjects to make them more informative and interested .</p> <p>Actionable 2: Ensure that it is working efficiently and have regular mentor-teacher meetings.</p> <p>Actionable 3: Provide opportunities for students to work on projects dealing with real world problems through design thinking for innovation in the Atal Lab.</p> <p>Actionable 4: Organise field trip,picnics visit to place for students so that they can enjoy.</p>	<p>1.We need to promote a positive mindset where failure is seen as a stepping stone to success. We need to develop a professional learning community for sharing ideas and innovations.</p>	<p>1.Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience.</p> <p>2. Showcase the innovations in the websites ,Facebook</p> <p>3. Encourage parents to appreciate and co-operate with their children and school. To provide incentives and show appreciation by giving certificates,prizes etc.</p> <p>Encourage and support teachers to try out new ideas. To provide students and teachers a big platform by conducting seminars,workshops, exhibitions etc.</p>	<p>School head Subject teachers Mentors Coordinator.</p>	<p>Throughout the session</p>	<p>1.The students will feel free to come forward to use their mind in +ve way.</p> <p>2. Students will develop their skills (like thinking technically and develop new ideas.</p>
--	--	--	--	-------------------------------	---

RATING SCALE

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

Promote thinking and cognitive practices among teachers	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.				√	
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.			√		
	Encourage with teachers to deconstruct what student-centred learning processes look like in a classroom and a role of a teacher in such a classroom.				√	
	Challenge teachers to continually examine the extent to which their practices support student learning.			√		
Empower teachers to become agents of change	Believe in teachers' ability to seek and provide solutions				√	
	Practice distributed leadership to improve overall school systems, processes, and environment.			√		
	Create a collaborative culture in the school for teachers to work together.				√	
	Encourage teachers to identify areas of the school where change could be brought through Action Research.				√	
	Develop teachers' capacity to undertake Action Research.				√	

Descriptor 2: Initialing innovations in the school						
Actionable	Sub – points in the actionable	1	2	3	4	5
Creating a culture of innovation	Build expertise, knowledge and necessary skills of teachers and students.				√	
	Provide the freedom to explore and the time for ideas to incubate and develop.					√
	Allow flexibility and risk – taking with no fear of judgement.			√		
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.				√	
	Promote a growth mindset where failure is seen as a stepping to success.				√	
	Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for					√

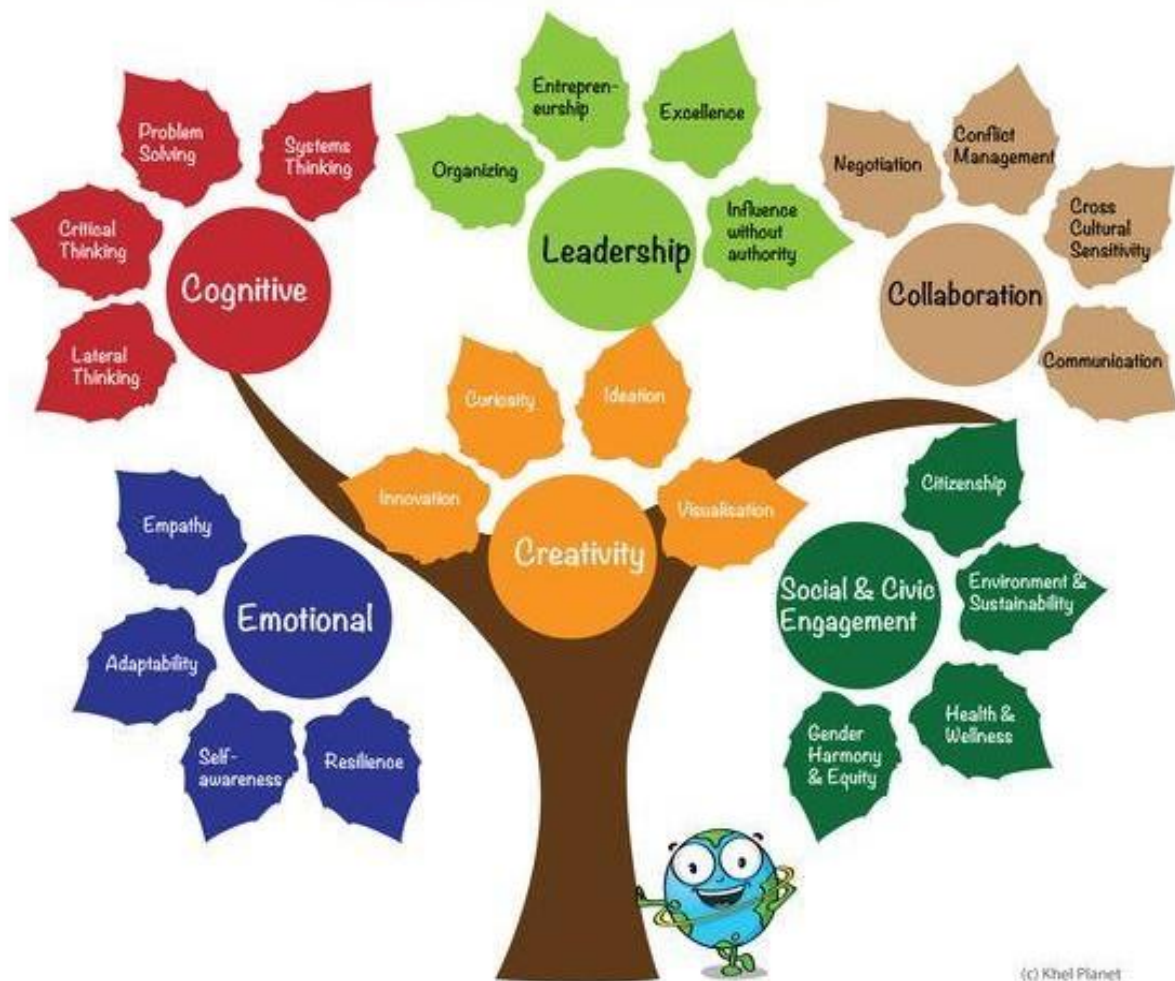
	innovations towards enhancing student learning.					
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.			√		
	Develop professional learning communities for sharing ideas, best practices, and innovation.			√		
	Encourage and support teachers to try out new ideas.					√
	Encourage collaboration and set aside time for planning.				√	
	Lead discussion on alternative practices and their relative merits.			√		
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.				√	
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.				√	

Create opportunities for student learning and innovation	Allow for exciting juxtaposition of ideas that if free from rigid subject boundaries.					
	Encourage inquiry- based learning by building critical thinking and problem – solving approach.				√	
	Focus on competency building by encouraging applications of concepts, experiential and hands – on learning through innovations.					
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.				√	
	Give voice to student ideas encouraging them to take initiatives at school.			√		
	Widen students’ perspectives and horizons by inviting experts for different fields.				√	
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.				√	
	Develop skills and behaviours needed for innovations and encourage self – reliance by providing opportunities like genius hour, coding hour, STEM lab and online/digital platforms.			√		

Build teacher competency in using data to inform TLP	Assist teachers in understanding the importance of student assessment for improving learning.					√
	Focus on assessments for and as learning.				√	
	Handhold teachers to interpret analyse and use student data effectively to design the next steps of learning and support for students.					√
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.			√		



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**.

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

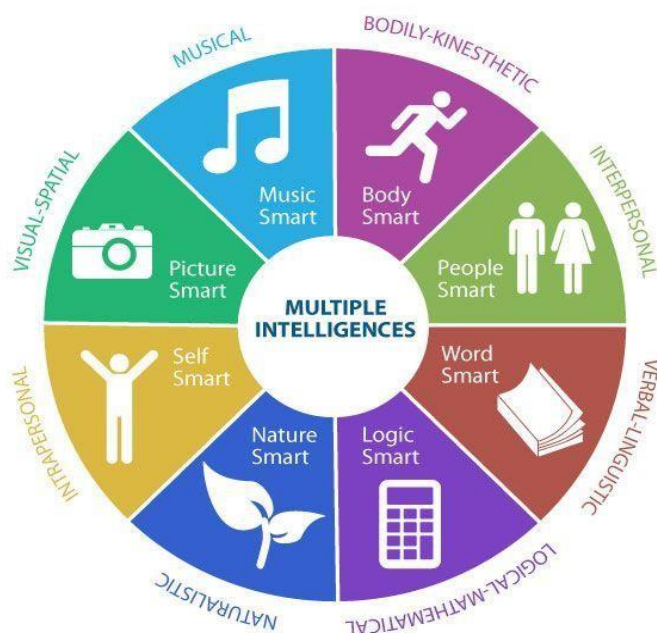
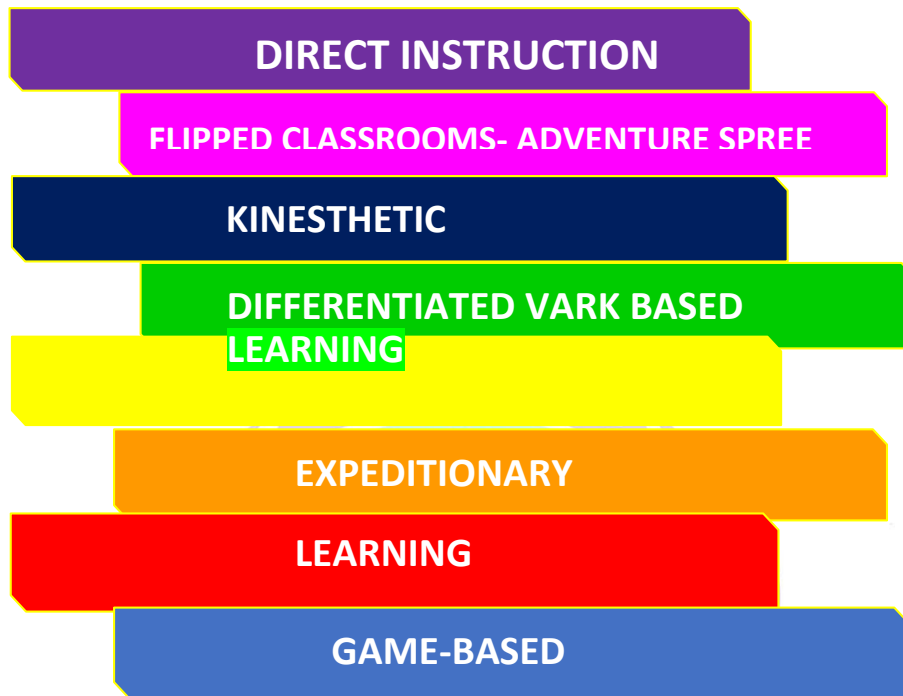
Children in a kindergarten using the Montessori method are encouraged to learn at their own pace. The kindergarten method of teaching is nurturing and supportive rather than competitive.

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**.

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
-------	-----	---------	--

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
--	--	--	-----------

PHYSICAL DEVELOPMENT – HEALTH & FITNESS

PARTICIPATION	PT / STRETCH	YOGA	OUTDOOR GAME	TEAM GAMES
---------------	--------------	------	--------------	---------------

SOCIAL SKILLS & EMOTIONAL GROWTH

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

SOFT SKILL

CONFIDENCE	COMMUNICATI ON SKILLS	AWARENESS	PROBLEM SOLVING	DECISION MAKING
------------	--------------------------	-----------	--------------------	--------------------

FLEXIBILITY	MANNERS & ETIQUETTES	EMPATHY	CULINARY SKILLS	SELF MANAGEMENT
-------------	----------------------	---------	-----------------	-----------------

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.

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

1. 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.

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 PERIOD=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 PERIOD= 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

IX & X

(TOTAL= 54)

SUBJECTS	CLASSROOM	FIELD/ PRACTICAL	LABS(VARK)	TOTAL PERIODS
ENGLISH	5		2	7
HINDI	5		2	7
MATHS	6	1	2	9
SCIENCE	6	1	2	9
SOCIAL. SCIENCE	5	2	1	8
COMPUTERS	3	-	3	6
INTEGRATED ART	1	1	1	3
SPORTS (ZERO PERIOD)	-	-	-	6

DDPS ACADEMIC CALANDER (2022-23)



आत्मदीपः भव. BE YOUR OWN LIGHT

APRIL- 2022

THEME OF MONTH : BREATHE GREEN, LIVE GREEN

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9 SECOND SATURDAY
10 RAM NAVMI	11	12	13	14 BAISAKHI AMBEDKAR JAYANTI	15 HIMACHAL DAY	16
17	18	19	20	21	22 EARTH DAY	23
24	25	26	27	28	29	30
PREP. WING – NUR – UKG		JUNIOR WING-1-5		MIDDLE WING-6-10		
YELLOW MONTH ➤ YELLOW DAY CELEBRATION ➤ WALK TO GARDEN ➤ VALUE OF TREES		➤ HOUSE MEET ➤ SCHOOL CABINET SELECTION ➤ BAISAKHI CELEBRATION ➤ EARTH DAY CELEBRATION		➤ HOUSE MEET ➤ SCHOOL CABINET SELECTION ➤ BAISAKHI CELEBRATION ➤ EARTH DAY CELEBRATION		



आत्मदीपः भव - BE YOUR OWN LIGHT

MAY- 2022

THEME OF MONTH : DEVOTION IN EMOTION

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 ID-UL-FITAR	4	5	6	7
8	9	10	11	12	13	14 SECOND SATURDAY
15	16 BUDH PUJIMA	17	18	19	20	21
22	23	24	25	26	27	28 PTM
29	30	31 TOBACCO DAY				
PREP. WING – NUR – UKG		JUNIOR WING-1-5		MIDDLE WING-6-10		
BLUE MONTH ➤ BLUE DAY CELEBRATION ➤ MOTHER'S DAY CELEBRATION		➤ MOTHER'S DAY CELEBRATION ➤ HOUSE MEET ➤ TOBACCO DAY CELEBRATION		➤ MOTHER'S DAY CELEBRATION ➤ HOUSE MEET ➤ TOBACCO DAY CELEBRATION		



आत्मदीपः भव - BE YOUR OWN LIGHT

JUNE- 2022

THEME OF MONTH : DYNAMIC ENERGY

SUN	MON	TUE	WED	THU	FRI	SAT
			1 SHUSHMA SUMMER CAMP	2 SHUSHMA SUMMER CAMP	3 SHUSHMA SUMMER CAMP	4 SHUSHMA SUMMER CAMP
5	6 SHUSHMA SUMMER CAMP	7 SHUSHMA SUMMER CAMP	8 SHUSHMA SUMMER CAMP	9 SHUSHMA SUMMER CAMP	10 SHUSHMA SUMMER CAMP	11
12	13 TEACHER'S TRAINING	14 TEACHER'S TRAINING	15 TEACHER'S TRAINING	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	01-06-2022 TO 10-06-2022- SUMMER CAMP 11-06-2022 TO 03-07-2022- SUMMER BREAK	



आत्मदीपः भव - BE YOUR OWN LIGHT

JULY- 2022

THEME OF MONTH : CONSERVE TREES, CONSERVE LIFE

SUN	MON	TUE	WED	THU	FRI	SAT
31					1	2
3	4	5	6	7	8	9 SECOND SATURDAY
10 BAKR ID	11	12	13	14	15	16
17	18 PERIODIC -1	19 PERIODIC -1	20 PERIODIC -1	21 PERIODIC -1	22 PERIODIC -1	23 PERIODIC -1
24	25	26	27	28	29	30 PTM

PREP. WING – NUR – UKG

JUNIOR WING-1-5

MIDDLE WING-6-10

- GREEN MONTH
- GREEN DAY/ PLANTATION
- CELEBRATION
- VISIT TO DAM

- HOUSE MEET
- BULLETIN BOARD
- COMPETITION
- PLANTATION DRIVE
- POETRY COMPETITION

- HOUSE MEET
- BULLETIN BOARD COMPETITION
- PLANTATION DRIVE
- POSTER MAKING



आत्मदीपः भव - BE YOUR OWN LIGHT

AUGUST- 2022

THEME OF MONTH : UNITY ,FRATERNITY AND VENERATION

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9 MOHRRAM	10	11	12	13
14	15 INDEPENDENCE DAY	16	17	18	19 JANMASHTAMI	20
21	22	23	24	25	26	27 PTM
28	29	30	31			
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-10	
RAINBOW MONTH ➤ RAINBOW DAY CELEBRATION ➤ INDEPENDENCE DAY CELEBRATION ➤ JANAMASHTAMI CELEBRATION ➤ RAIN FEST		➤ HOUSE MEET ➤ INDEPENDENCE DAY CELEBRATION ➤ JANAMASHTAMI CELEBRATION ➤ HANDWRITING COMPETITION			➤ HOUSE MEET ➤ BULLETIN BOARD COMPETITION HPE- MASS PT ➤ INDEPENDENCE DAY CELEBRATION ➤ JANAMASHTAMI CELEBRATION ➤ QUIZ	



आत्मदीपः भव - BE YOUR OWN LIGHT

SEPTEMBER- 2022

THEME OF MONTH DEVOTION TO GOALS

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5 TEACHERS DAY	6	7	8	9	10 SECOND SATURDAY
11	12 SA-1	13	14 HINDI DIWAS	15 SA-1	16 SA-1	17 SA-1
18	19 SA-1	20 SA-1	21 SA-1	22 SA-1	23 SA-1	24 SA-1
25	26	27	28	29	30 PTM	
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-10	
PINK MONTH ➤ PINK DAY CELEBRATION ➤ TEACHERS DAY CELEBRATION ➤ ENGLISH/HINDI POEM RECITATION		➤ HOUSE MEET ➤ TEACHERS DAY CELEBRATION ➤ HINDI DIWAS CELEBRATION			➤ HOUSE MEET ➤ TEACHERS DAY CELEBRATION ➤ HINDI DIWAS CELEBRATION	

 आत्मदीप: भव - BE YOUR OWN LIGHT						
OCTOBER - 2022 THEME OF MONTH SANSKAR: OUR HERITAGE IS OUR IDENTITY						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2 GANDHI JAYANTI	3	4 DUSSEHRA	5	6	7	8
9 BALMIKI JAYANTI	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 DIWALI	25	26	27 BHAIIYA DOOJ	28	29
30	31	DIWALI BREAK- 22th OCT 2022. to 26th OCT.2022				
PREP. WING – NUR – UKG		JUNIOR WING-1-5		MIDDLE WING-6-10		
➤ ORANGE MONTH ➤ ORANGE DAY CELEBRATION ➤ SHOW AND TELL ➤ DUSSEHRA CELEBRATION AND DIWALI CELEBRATION		➤ HOUSE MEET ➤ DUSSEHRA CELEBRATION AND DIWALI CELEBRATION ➤ PICNIC ➤ INTERHOUSE COMPETITION		➤ HOUSE MEET ➤ BULLETIN BOARD COMPETITION ➤ DUSSEHRA CELEBRATION AND DIWALI CELEBRATION ➤ PICNIC		
		➤		➤		

 आत्मदीप: भव - BE YOUR OWN LIGHT						
NOVEMBER - 2022 THEME OF MONTH RANDHIR RANA SPORTS WEEK :DYNAMIC ENERGY						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8 GURU NANAK BIRTHDAY	9	10	11	12 SECOND SATURDAY
13	14 CHILDRENDAYCELEBRATION	15	16	17	18	19
20	21 SPORTS WEEK/ ANNUAL DAY	22 SPORTS WEEK/ ANNUAL DAY	23 SPORTS WEEK/ ANNUAL DAY	24 SPORTS WEEK/ ANNUAL DAY	25 SPORTS WEEK/ ANNUAL DAY	26 SPORTS WEEK/ ANNUAL DAY
27	28	29	30			
PREP. WING – NUR – UKG		JUNIOR WING-1-5		MIDDLE WING-6-10		
➤ PURPLE MONTH ➤ PURPLE DAY CELEBRATION ➤ CHILDREN DAYCELEBRATION ➤ FANCY DRESS CELEBRATION		➤ HOUSE MEET ➤ BULLETIN BOARD COMPETITION ➤ HPE SPORTS MEET ➤ CHILDREN DAYCELEBRATION ➤ POSTER MAKING		➤ HOUSE MEET ➤ BULLETIN BOARD COMPETITION ➤ HPE SPORTS MEET ➤ CHILDREN DAYCELEBRATION ➤ POSTER MAKING		



आत्मदीपः भव - BE YOUR OWN LIGHT

DECEMBER - 2022

THEME OF MONTH COLLABORATION + RESPONSIBLE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10 SECOND SATURDAY
11	12	13	14	15	16	17
18	19 PERIODIC -2	20 PERIODIC -2	21 PERIODIC -2	22 PERIODIC -2	23 PERIODIC -2	24 PERIODIC-2
25 CHRISTMAS	26	27	28	29	30	31 PTM
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-10	
RED MONTH ➤ RED DAY CELEBRATION ➤ CHRISTMAS CELEBRATION ➤ LETTER WRITING TO SANTA ➤ DD FOUNDATION-"SHAYOG EVENT"		➤ HOUSE MEET ➤ MONTHLY THEME PROJECT-"SHAYOG" ➤ X-MAS CELEBRATIONS ➤ PRE MEDICAL CAMP ➤ POC SO			➤ HOUSE MEET ➤ MONTHLY THEME PROJECT-"SHAYOG"/SEWA ➤ X-MAS CELEBRATIONS ➤ PRE MEDICAL CAMP ➤ POC SO	



आत्मदीपः भव - BE YOUR OWN LIGHT

JANUARY- 2023

THEME OF MONTH ONE NATION, ONE VISION, ONE IDENTITY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14 LOHRI
15	16	17	18	19	20	21
22	23	24	25 BASANT PANCHAMI/ STATEHOOD DAY	26 REPUBLIC DAY	27	28 PTM
29	30	31				
WINTER VACATION- 1 ST JAN.2023 TO 8 TH JAN.2023						
PREP. WING – NUR – UKG		JUNIOR WING-1-5			MIDDLE WING-6-10	
➤ LOHRI CELEBRATION/ BASANT PANCHAMI ➤ WINTER FEST		➤ BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART ➤ STATEHOOD DAY & REPUBLIC DAY CELEBRATION ➤ EXHIBITIONPROJECT			➤ BULLETIN BOARD COMPETITION- ART-CRAFT, INTEGRATED ART ➤ MONTHLY THEME PROJECT-SAFETY TOOLS ➤ DEBATE COMPETITIONS ➤ INTERHOUSE COMPETITIONS	



आत्मदीपः भव - BE YOUR OWN LIGHT

FEBRUARY - 2023

THEME OF MONTH IMAGINE,INVENT,INSPIRE

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5 GURU RAVIDAS JAYANTI	6	7	8	9	10	11
12	13	14	15	16	17	18 MAHASHIVRATRI
19	20	21	22	23	24	25
26	27 SA-2	28				

PREP. WING – NUR – UKG

- GRAND PARENTS DAY CELEBRATION

JUNIOR WING-1-5

- MOTHER TONGUE DAY CELEBRATION
- SCIENCE EXHIBITION

MIDDLE WING-6-10

- MOTHER TONGUE DAY CELEBRATION
- SCIENCE EXHIBITION



आत्मदीपः भव - BE YOUR OWN LIGHT

MARCH - 2023 -THEME OF MONTH DO YOUR BEST

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8 HOLI	9	10	11
12	13	14	15 SA-2	16	17	18
19	20	21	22	23	24 RESULT OF Nur. TO 3 rd	25 RESULT OF 4 th TO 9 th
26	27	28	29	30	31	

PREP. WING – NUR – UKG

- GRADUATION CERMONY

JUNIOR WING-1-5

- TALENT HUNT

MIDDLE WING-6-10

- TALENT HUNT

HOUSE SYSTEM

D – DEVOTION

D – DETERMINATION

P- PEACE

S- STRENGTH



CLUBS

DANCE CLUB & MUSIC CLUB

ART – CRAFT CLUB

ORATORS CLUB

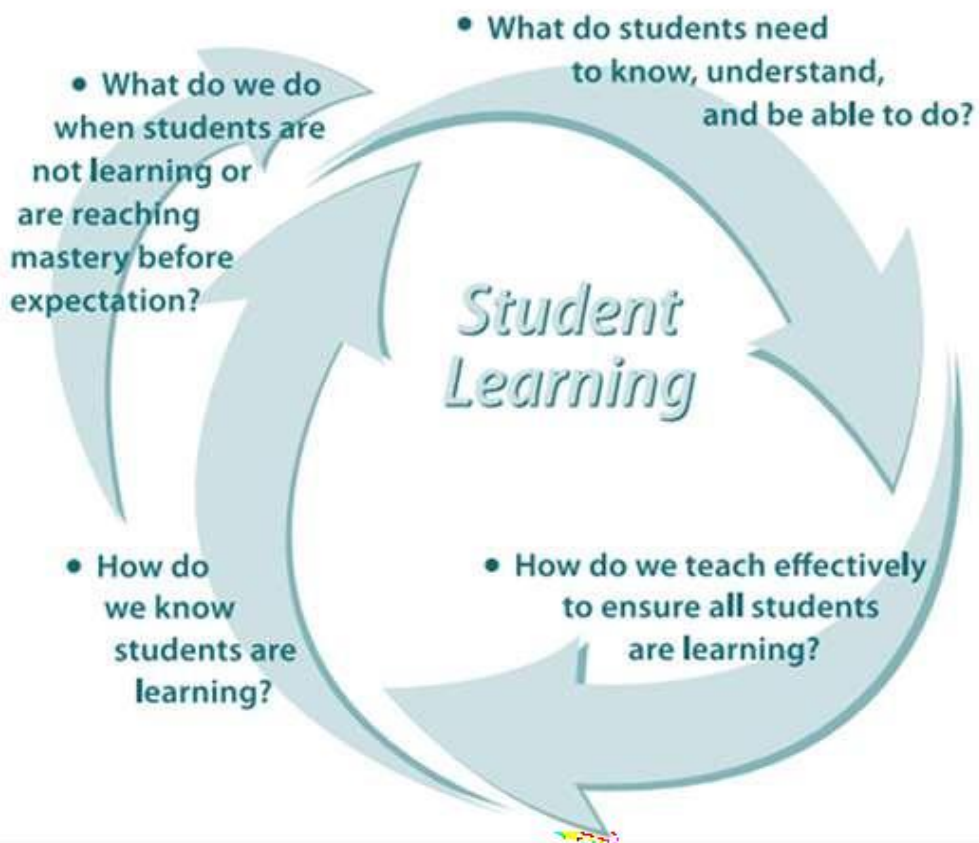
CULINARY ART CLUB

ENVIRONMENT SAVIOUR CLUB

SPORTS CLUB

ASSESSMENT

Continuous Cycle of Student Learning



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.

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. They 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.

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 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, self-defense, fitness and lifestyle choices.

. 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.

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

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. –

SKILLLS -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

Subject	Skills	Mode of Assessment	Teacher's Role
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	·Investigation	·Commentaries	Diagnostic / remediation
	·Deductive and analytical	·Project	·Portfolio / Received maintained month / term / academic year.
	·Correlation to real life environment	·Model & Charts	·Identify areas in which students need additional practice
	·Analysis	·Group Work	·Checklist maintained
	·Use of IT	·Research	·Observation Schedules – Anecdotal records
	·Concept understanding	·Worksheets	·Facilitate peer assessment & self assessment (Diagnostic)
		·Seminar	
		·Group Discussion / Activity	
		·Survey	
		·Written Test	
		·Assignments	

DDPS SCHEDULE FOR – REMEDIAL HELP

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

**EACH SATURDAY IN SPECIAL CLASS
WITH PRIOR PERMISSION AND
COLLABRATION 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



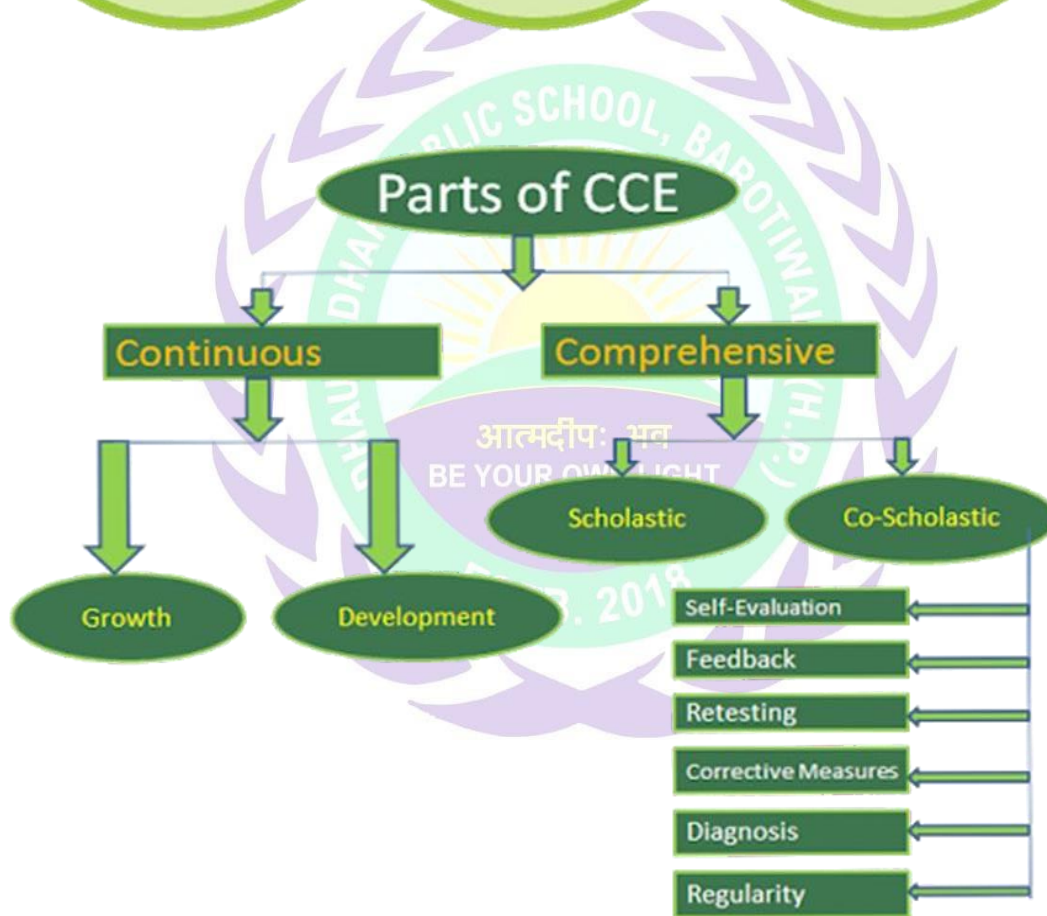
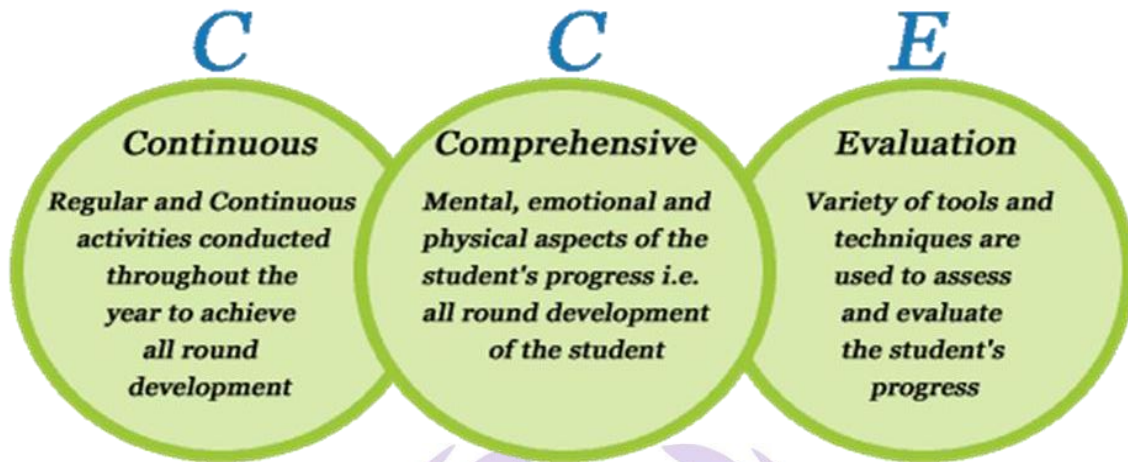
NTSE



Events



MoUs and Partnerships



LESSON/ UNIT PLAN AS DIRECTED BY CBSE

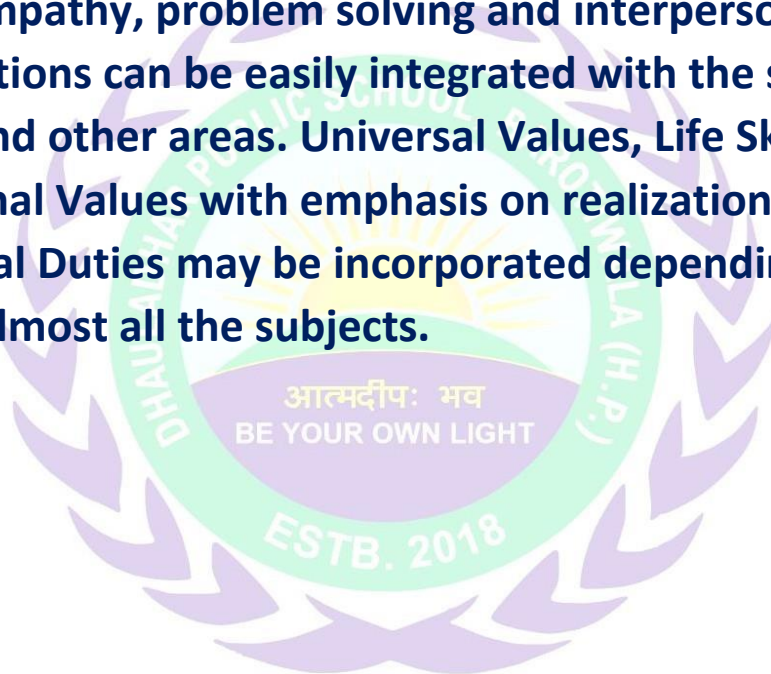
Specific Lesson Plans for the topics are to be prepared by the teachers.

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 CBSE-

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 I TO X follow the CBSE - 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 I to Class VIII:-

- ❖ The School designs and implements its own curriculum for Classes I to VIII and tries to ensure that the students 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 student to choose from the full list of subjects.

Subjects available for Class I to Class VIII

- ❖ The following subjects are taught at the Class I and VIII levels:

English, Hindi, Mathematics, Social science, Science, 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

Syllabus – Class IX & X

- ❖ Syllabus for classes 9th and 10th is according to the CBSE Board.

SPORTS:-

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, 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, AWARENESS, 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

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.

HOME WORK POLICY

"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 given for additional practice to 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

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





DDPS, BAROTIWALA