



Bal Bharati
PUBLIC SCHOOL

Sector-21, Noida, G.B. Nagar

ANNUAL PEDAGOGICAL PLAN

SESSION : 2024-25

The **Annual Pedagogical Plan** is a reflection of the year gone by and vision for the next academic year. The main aim of the plan is to make the teaching and learning process more constructive, collaborative, integrative, reflective and inquiry - based.

This form has the following parts :

- School Information

- Section 1 : Reflections from the past year (2022-23)

- Section 2 : Vision for the current year (2023-24)
 - (A) School Essentials
 - (B) Curriculum Planning
 - (C) Student Development Plan
 - (D) Teacher Development Plan

- Section 3 : Projection of the Annual Pedagogical Plan (2024-25)

- Section 4 : Assessment, Insights and way forward

SCHOOL INFORMATION

- i) School Name : BAL BHARATI PUBLIC SCHOOL, NOIDA
- ii) Complete Address with Phone number(s) : SECTOR 21, NOIDA, GAUTAM BUDH NAGAR, UTTAR PRADESH-201301
- iii) Email ID : bbpsnd@balbharati.org
- iv) Website link : http://bbpsnoida.balbharati.org
- v) Name of the Principal/ HOS : ASHA PRABHAKAR
- a) Contact No. : 0120-2534064,2538533
- b) Email ID : asha.prabhakar@balbharati.org
- vi) School Details:
- Year of Affiliation :2001
- Affiliation No. : 2130422
- School Code : 60190
- vi) Type of School (Please tick the correct option): K -12 SCHOOL
- Middle/Secondary/Senior Secondary
 - Boys/Girls/Co-Education
 - Day School /Day Boarding/ Residential
(May tick more than one option)
 - Location Type : Urban / Rural/ Hilly Area
 - Is the School a Minority School? NO
- vii) No. of Students: (Total) 2806 (Boys) 1430(Girls) 1376
- viii)No. of Divyang (with Special Needs) Students: (Total) 23(Boys) 12(Girls) 11
- ix) School Quality Accreditation Details (if any): - Document Submitted in December

SECTION – I

REFLECTIONS FROM THE YEAR 2022-23
(PREVIOUS YEAR)

A1 Number of Students on Roll (Class-wise): 2022-23

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
Number of Sections	12	6	6	5	4	4	4	4	5
Students on Roll	411	225	238	232	194	188	187	191	199

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	4	4	4	4	4	2	2	0
Students on Roll	189	182	163	168	157	87	87	0

A2 School Academic Performance:

Pass Percentage during the last Academic Session: 2022-23

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE
I	225	225	100%
II	238	238	100%
III	232	229	98.7%
IV	194	193	99.48%
V	188	188	100%

VI	187	186	99.46%
VII	191	189	98.95%
VIII	201	201	100%
IX	189	189	100%
X	181	181	100%
XI	164	155	94.51%
XII	168	168	100%

Board Examination at a Glance

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 91% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 81% TO 90%	SPECIAL REMARKS (IF ANY)
X	181	181	100%	85	48	
XII	168	168	100%	43	48	

A3 Student Placement Detail:

- a) Number of students appeared in Class XII Examination 168
 b) Admissions in Professional courses in the Current Academic Session

COURSE/COMPETITION	NUMBER OF STUDENTS SELECTED	SPECIAL REMARKS (IF ANY)
Engineering	10	Harshit Kansal, Archie Mahajan are pursuing B.Tech from IIT Delhi.
Medical	4	Nitesh Singh is pursuing MBBS from Vardhman Mahavir Medical College, New Delhi
NDA	Nil	
Law	1	
IVY League Colleges	Nil	
NIFT	2	
NID	1	Vaani Gupta is pursuing B Design from NID, Ahmedabad.
Any other	6	

A4 Major School Achievements including Academic, Co-scholastic, Sports, International / National recognitions for the school as well as individuals.**SCHOOL ACHIEVEMENTS**

- Bal Bharati Public School, Noida received CERTIFICATE OF APPRECIATION in recognition of active participation in the National Intellectual Property Awareness Mission (NIPAM) launched by the Govt. of India, Ministry of Commerce and Industry on the occasion of the 75th

Anniversary of Independence under the banner 'Azadi Ka Amrit Mahotsav' to create widespread awareness on Intellectual Property Rights (IPR). The school organized the awareness programme on 25 April, 2022 in association with Intellectual Property Office, India.

- Dr Mahesh Sharma, Member Parliament, G B Nagar & Mr Suhas L Y, District Magistrate, Gautam Budh Nagar awarded the District level Swachh Vidyalaya Puraskar to Bal Bharati Public School, Noida at a ceremony held at Gautam Budh University on 19 July, 2022.
- The school was awarded the coveted 'Green in a Row' award by the Centre for Science and Environment in the Green School Award Ceremony held Online on 23 July, 2022 for being consistently green for five consecutive years.
- Bal Bharati Public School, Noida was ranked II in Noida Region by the prestigious Times School Survey-2022. The School received a Certificate for its enthusiastic participation in Cheetah Awareness Campaign organized by National Museum of Natural History and Ministry of Environment, Forest and Climate Change, New Delhi, Govt. of India from 09 Sep, 2022 to 31 Oct, 2022.
- 5 of our innovative projects got selected amongst the top 350 projects for ATL Marathon 2021-22 . Approximately 50 projects were submitted in the ATL Marathon (2021-22) by the School.
- The School was awarded the 'GREEN SCHOOL PROGRAMME STERLING SCHOOL AWARD' on being rated green for 10 consecutive years in a glittering award ceremony held at India Habitat Centre, Delhi on 21 Feb, 2023 by Centre for Science and Environment. The School was lauded for maintaining high levels of involvement and commitment to implement and continue Green Practices over the years. The award was received by the School Principal. Ms Neerja Bhatnagar, TGT (Science and I/C Eco Club) was awarded the GSP-Best Coordinator award for being actively involved in raising the school's green standards higher year after year.
- The school secured first position in International Matific Math League event and was awarded a cash prize of Rs. 1.5 lakhs. Matific Math League is an interactive, fun-filled mathematics competition for the students of Classes PP to Class VI organized by Mathematics Educational Technology Company that has helped millions of students across the world to develop deep conceptual understanding in mathematics through effective pedagogy and engaging resources. More than 10,000 schools participated in the competition.
- The school received the Dr S.M. Ganguly Best School Library Award at the Indian Library Association Conference held on 19 Jan 23 at Ajmer, Rajasthan. The award was received by the School Librarians, Mrs Abha Bhardwaj and Mrs Mamta Maggu. The award was bestowed for lending best services to the users of school and community outreach at large
- Bal Bharati Public School, Noida has been identified as one of the leading schools in the pilot project of the Passport to Earning (P2E) initiative under the aegis of CBSE Skill Education, UNICEF and YuWaah. In the pilot phase students from Classes IX – XII explored the skills and abilities to thrive in the 21st century and chart out pathways to entrepreneurship, employment, financial literacy skills and digital skills.
- The nomination of BBPS, Noida was submitted for International Jal Prahari Samaroh (by CBSE) under the aegis of Ministry of Jal Shakti, Department of Water Resources, River Development and Ganga Rejuvenation, United Nations Office for Project Services and sarkaritel.com in December, 2022. The School Principal has been selected for the Jal Prahari Award to be awarded in Jal Prahari Samaroh at New Maharashtra House, New Delhi on 29 Mar, 2023.

- The school was selected as ATL SCHOOL OF THE MONTH for the months of October,2022 and November,2022 by the Atal Innovation Mission, Niti Aayog.
- The School Principal was awarded the 'Jal Prahari Samman Award' by the Ministry of Jal Shakti, Department of Water Resources, River Development 07 Ganga Rejuvenation, UNDPS, on 29 March, 2023 at a ceremony held at Maharashtra Bhawan, New Delhi. Ms Vidhi Oberoi, TGT (Science) received the prestigious award on behalf of the Principal.
- The School was awarded the 'Diamond Club' Award during 'Shukrana', Thanksgiving ceremony, organized by Interact District 3012 Rotary on 29 June, 2023 for significant leadership and demonstrating the Rotary spirit during the Rotary year 2022-23.
- Bal Bharati Public School, Noida made it to the top schools of India, and was awarded Literary Leadership Excellence Award for the excellent performance of our young authors during the event 'National Young Authors Fair Award Ceremony presented by BriBooks at Apparel House, Gurugram on 25 Mar, 2023. Ms Abha Bhardwaj, TGT (Library) received the award on behalf of the school.

ACADEMIC/INDIVIDUAL ACHIEVEMENTS

- Harshit Kansal (XI), Prachi Das (XI) and Archie Mahajan (XI) qualified the National level of NTSE Examination-2021 conducted by NCERT.
- Jahanvi Tandon (XI) participated in School Champs, Climate Action Campaign Competition organized by Fair Gaze in partnership with United Nations Information Centre for India and Bhutan to promote Sustainable Development Goal 13-Climate Action. JAHANVI CLEARED THE QUALIFYING ROUNDS AND STOOD 1ST AT THE NATIONAL LEVEL.
- Madhavan Raj (PP - B) has bagged Rank-III in National All Round Championship Kid-ex (Age Group – 4 years) organized by NARC Kid-ex during the period Dec, 21 to Feb, 2022.
- Kushagra Pant (X) secured 1st position in Creative Robo Design Competition under the 'Innovation Fest' organized by National Science Center, Delhi on 26 March, 2022. He won a cash prize of Rs 3000/-
- Athrava Rana (II) secured 2nd position in International Online Abacus Competition – Brainobrain Fest-2022 held on 29 Jan, 2022 organised by Brainobrain Kids Academy Pvt Ltd., Chennai.
- Mrs Asha Prabhakar, Principal got a special recognition as her paper was selected for the 9th National Conference on Inclusive Education. She presented her paper to the jury on the 'Impact of Covid-19 outbreak on the Psychological and Emotional Wellbeing of Adolescents with Special Needs' in the conference held on 21 and 22 March, 2022.
- It is a matter of great pride that the School won First Prize in the Best Film Category and a Special prize for the best research in, Ghaziabad Science Film Festival-2022 (GSFF) organised by Regional Science & Technology Centre and supported by Council of Science & Technology, U.P. Mr. Umesh Verma, TGT (Science) received a cash prize of Rs.15,000/- for directing the film.

- Ayush Pandey (X) and Utsav Lal (X) participated in the Sports – Trivia Ultimate Sports Quiz organized by ESPN featuring celebrity Mr Harsha Bhogle. ESPN provided the boarding and lodging facility to the students at Mumbai from 11 – 14 March, 2022. The school team stood second.
- Keshav Gupta (X) secured First position and has got selected for the State level Science Symposium organized by the National Science Centre and Science Council, Prayagraj, Uttar Pradesh on 22 August, 2022.
- Harshit Kansal (XII A) and Archie Mahajan (XII A) qualified the Kishore Vaigyanik Protsahan Yojana (KVPY) exam and secured All India Rank 154 and 382 respectively, thus becoming eligible recipients of the prestigious KVPY Scholarship.
- Aneek Kumar (X) was awarded SOF Academic Excellence Trophy for securing exemplary Rank in Five SOF Olympiads. He also secured Silver medal in SASMO, (Singapore Asian Senior Mathematics Olympiad) and also secured a Gold Medal in Vanda International Science Olympiad Conducted by Vanda, Singapore.
- Team RNH comprising of Harshita Ramrakhyani (XII) and Radhika Singh (XII) is one of the ten teams shortlisted by panelists of Big Pitch as the last step in the program Atal Catalysts @ ISB by Indian School of Business under the aegis of Atal Innovation Mission. They have developed Learner's Mate, a student community platform where children can acquire new knowledge and form social networks. This app has been funded by I-Venture @ ISB with Rs.25,000/-.
- Change Makers Bootcamp was held at IIT Delhi campus for 30 shortlisted high schoolers from 23 May to 24 June to train them with rapid prototyping skills, digital fabrication techniques and electro-mechanical engineering. Two students of our school, Kushagra Pant (X) and Samriddhi Bisht (XII) were selected to attend the camp where they learnt skills like soldering, welding, 3D printing, laser cutting, drilling, etc and also visited labs at IIT Delhi. Parallel to this learning, they worked on their project, Somnolence Preventer (device for preventing drowsiness in drivers). On the concluding day, they displayed their project to visitors including the faculty of IIT Delhi and students.
- Toycathon 2022, physical edition was organized by the Innovation Cell of the Ministry of Education (MoE). This two day event was held on 24 - 25 May, 2022 and encompassed mentoring and evaluation rounds. Team “Indian Robo Companion Creators” including Kushagra Pant (XI), Janhavi Tandon (XI) and Charvi Adhikari (XI) exhibited their project in this forum. The team cleared evaluation rounds 1 and 2 to enter the “power grilling” Round-3 and stood in Top-10 out of the 34 participating teams at the National level.
- Ananya Verma made the school proud by scoring an enviable 99.97 percentile in NEET and topped the Aakash Institute (Noida Centre). Her NEET All India Rank 580 made her secure a place in Lady Hardinge Medical College, New Delhi.
- The School team ‘Audio-Aid’ comprising Laksh Bisht (XI), Mahima Chauhan (XII), Samriddhi Bisht (XII) and Sneha Bhatnagar (XII) were shortlisted in the Top 25 teams for finals of Youth Ideathon 2022. For making the initial prototype, Think Startup funded the students with Rs.10,000/-.
- Adyasha Pradhan qualified for the National Level Painting Competition 'SAKSHAM' organised by PCRA under the aegis of Ministry of Petroleum and Natural Gas, Government of India. She was declared Winner at the National Level and received a cash prize of Rs.15000/-.
- Aarohi Gupta (IX) was declared the State -Level Winner and received a cash prize of Rs.4000/-.

- Aarushi Mehta (XI) was adjudged State Level Winner and won a cash prize of Rs.4000/- in Essay Writing Competition. She wrote on the topic “Clean and Green India”.
- Ayush Pandey (X) and Akshita Kirti (IX) won the State Level Winner title with a cash prize of Rs.4000/- in Quiz Event organized by Saksham.
- Team of Riddhima Naag (VII), Krishnakant Panda (VIII) and Jignasa Srivastava (IX) were selected for the Delhi State Level Painting Competition under National Campaign on Energy Conservation, 2022 organized by Power Finance Corporation, Govt. of India. Riddhima Naag won a consolation prize of Rs.7,500/- in this event on 14 Nov, 2022.
- Lavanya Rawal (VI) and Aarohi Gupta (IX) were selected for the UP State Level Painting Competition organized by Power Finance Corporation on Energy Conservation. Lavanya (VI) won II position and received a cash prize of Rs.30,000/- and has been selected for National Level Painting Competition. Aarohi Gupta (IX) won consolation prize of Rs.7,500/- in the same event held on 14 Nov, 2022 at Lucknow.
- The School Principal was felicitated with a certificate of excellence and an award for being the “Most Effective Principal” at the 9th Global Education and Skill Summit Leadership Award 2023 organised by CSC Academy under Ministry of Electronics & IT, Govt. of India.
- 6 students, Harshit Kansal, Archie Mahajan, Jeevitesh Raturi, Akshaj Singh, Simran Sharma and Daasharathi qualified for JEE Advanced, 2023 with following scores in JEE Mains.
- Aashi Saraswat (IX) has been a consecutive speaker in RKDx talks. RKDx junior talks helps the students from Classes VI – XII to overcome the fear of speaking English language and getting exposed to the language early in their lives. RKDx talks removes the fear of public speaking and helps a child achieve high levels of self-confidence and leadership skills.
- Sai Ram (IX) won the first prize at the District level Science Model Competition organized by Council of Scientific and Industrial Research, Lucknow held on the occasion of National Science Day on 28 Feb, 2023 at Agriculture Science Centre, Dist. G B Nagar. He also qualified for the Regional level and received a cash prize of Rs.3,000/- and a Certificate. He also stood first in the District level Innovators Model Making competition organized by District Science Club, G B Nagar under the aegis of Council of Industrial and Scientific Research. On 06 Mar, 2023 at the Govt. Inter College, Sector – 12, Noida, Sai Ram (IX) received a cash award of Rs.5,000/- for his model. Sai Raj Chechra (VIII) won the consolation prize of Rs.1,000/- in the same category of Model Making.
- Arushi Mehta (XI), the budding author of School was selected to participate during the NPSC Lit Fest as part of NPSC golden Jubilee Celebration on 18 Feb, 2023.
- Samriddhi Bisht (XII) was awarded a special prize in the Vietnam – India Friendship Essay Writing Contest. She secured the prize in a tough competition amongst 194 schools PAN India and 6150 participants.
- It is a matter of great pride that Tanvay Gupta (X), Vidushi Agarwal (X) and Rishit Jha (IX) were placed in the top 100 students from Noida region of CBSE in the second stage of Aryabhatta Ganit Challenge 2022 conducted by CBSE on 15 Dec, 2022. They received the Merit Certificates for the same.

- The 03 teams from School, which were selected in top 100 in Tinkerpreneur, 2022 have been awarded mentorship from Indian School of Business, Hyderabad. The Atal Innovation Mission will collaborate and liaison with ISB, Hyderabad and School to mentor the 03 School teams during the session 2023-24.
- Anusha Agarwal (XI) won an International Scholarship of Rs.10000/- for her much-acclaimed project on 'Climate Change' from Go Ladli, a USA based NGO.
- Matific Math League is a interactive, fun-filled mathematics competition for (KG – Class VI grade): Over a million students from across a thousand schools participated in the league, from which Bal Bharati Public School in Noida, Uttar Pradesh, ranked first and won a cash prize of Rs 1,50,000/-. Matific enables students to understand topics and think critically by carefully explaining the why and how behind the maths
- Harshit Kansal, secured fourth rank in the state of Uttar Pradesh with 99% aggregate and was felicitated by the Hon. Chief Minister of Uttar Pradesh, Mr Yogi Adityanath at a glittering ceremony held at Lucknow on 14 June, 2023.
- As a build up to the 'Mega Beach Clean Up Event' for the 3rd ECSWG held in Mumbai on 21 May, 2023, under India's G20 Presidency, an All India Inter School Painting Competition was organised by @NMNHIndia in collaboration with @UNEP Asia Pacific. The aim was to sensitize the children and raise awareness about the impact of Marine Waste on the environment and encourage them to take action for preventing it, in which more than 5980 children from 25 States and 4UTs participated. The Art work of Krishna Kanta Panda (IX) was widely appreciated.
- The School team comprising Jiya Kapoor (XI) and Nandini Jha (X) won the 1st prize at the District level Quiz Competition organized by ZEE News to mark 09 years of Mr Narendra Modi as the Prime Minister of India. The School was awarded a Trophy and a Cash Prize of Rs.25,000/-. The Quiz programme was telecast on ZEE News at 10.00 p.m. on 30 May, 2023.
- Harshit Kansal (XII) secured AIR-16 in the JEE Advanced Exam-2023 organized by IIT Guwahati. Also, he was felicitated by Yogi Aditya Nath, the Chief Minister of U.P in Medhavi Vidyarthi Samman Samaroh for securing 4th place in U.P. State and being the District topper at a glittering ceremony held at Lucknow on 14 June, 2023.
- Harshit Kansal (AIR 16), Archie Mahajan (AIR 703) and Simran Sharma (AIR 1126) cracked the coveted JEE Advanced Exam. Other students who qualified for JEE Advanced exam are Karthikeyan Kishor Kumar (who also qualified NEET), Gaurav Sharma, Jeevitesh Raturi and Akshaj Singh.
- Harshit Kansal (State JEE Topper) has received a cash prize of Rs.1 Cr 20 Lakhs from FITJEE for his meritorious rank.
- Nitesh Singh (XII) made the school proud by scoring an enviable 99.91 percentile in NEET. Bhumika Bhalotia (XII), Tanish Mehta (XII), Upasana Singh (XII) also brought laurels by securing 98.4, 96.4 and 94.98 percentile respectively in NEET. The counselling for allotment of Colleges is underway.
- Saanvi Srijan (IX) won the first prize in Hindi Poem Writing Competition at National level in the Kalantar 2022, National Art Festival under the aegis of UP Govt. Ananya Gupta (XII) was the proud recipient of 3rd prize in the same event.
- Chandni Saxena (XII) made the school proud by securing all Delhi Rank-1 in CUET 2023. She scored whopping 100 percentile in English, Economics, History and Psychology.

- Divija Bansal (XII) also outshined by scoring 100 percentile in Sanskrit, Business Studies and Economics.
- Vidyarthi Vigyaan Manthan (VVM) is an All India National Talent Search Examination for students of Classes VI-XI. This largest digital Talent Search Examination is an initiative of Vigyan Prasar along with NCERT & Vijnana Bharati (VIBHA). VVM organized National Level Camp at Indian Institute of Science Education and Research, Thiruvananthapuram, Kerala (IISER TVM), on 20 and 21 May, 2023. Aneek Kumar (XI) was declared The VVM Himalayan. He secured All India Rank-II and won a cash prize of Rs. 15000/- as well as Bhaskar Scholarship of Rs. 2000/- per month for a year. He was invited to attend, Srijan Internship Camp to be held at Chennai for National Level Winners of Vidyarthi Vigyan Manthan 2022-23 from 17 July to 21 July, 2023.
- Krishna Soni (XI), Chandni Saxena(XII) and Prisha Saini (XI) were awarded the Certificates and Trophies by the Hon'ble Minister of State for Tourism and Ports, Shipping and Waterways of India, Shri Shripad Naik for winning the 'Tourism in India' Quiz organized by Ministry of Tourism, Govt. of India (Northern Region) at a glittering ceremony held at Park Hotel, New Delhi on 27 July, 2023.

TEACHER ACHIEVEMENTS

- Ms Mamta Maggu (Librarian PRT) was a part of the team for content developing -Revised textbooks of Library & Information Sciences. She shared her knowledge in the same field and prepared learning outcomes for a few chapters for Grade XI & XII respectively. Both the e-books have been published by NCERT.
- Ms Swati Chawla, PGT (Physics) presented a research paper on devising new techniques as an emerging trend to perform Physics experiments in a simpler and unconventional manner in NCETPPE organized by NCERT, RIE, Ajmer from 27 to 28 Feb, 2022. She was applauded for the extra ordinary presentation.
- Ms. Neerja Bhatnagar (TGT Science) showcased Educational Innovative Best Practices on STEAM STRATEGY WITH INQUIRY-BASED LEARNING' on 26 Feb, 2022 in MIT-Art Design Technology, PUNE & Homi Baba Research Centre for Science Education, TIFR, Mumbai.
- Ms Swati Chawla, PGT (Physics) has been selected as an Evaluator in National Anveshika Experimental Skill Test (NAEST) under the flagship of IIT Kanpur. 27 Anveshikas are spread along the length and breadth of the country, working under the umbrella of the National Anveshika Network of India (NANI).
- Ms Shally Walia, PGT (History) received an invitation from CBSE in collaboration with Educational Initiatives (EI) to attend training sessions and develop competency-based assessments in History for Class XII.
- Ms Sheuli Ghosh (Pre Primary Teacher) is now the Resource Person for COE, NOIDA on "Values Education and its Significance in school curriculum".
- Ms Vidhi Oberoi, TGT (Biology) conducts webinars as Resource Person on 'Teaching strategies of Science', 'Environmental Education', 'Developing Scientific Temperament' regularly for CBSE. She conducted the sessions in the months of June, July and August, 2022.

- Ms Mamta Maggu, Librarian was invited to conduct Professional Development Session for the Librarians of Amity Group of Schools, PAN India on 30 June, 2022. She has also prepared the Affiliation Bye Laws (School Libraries) for CBSE, New Delhi. She was also appointed as a Resource Person for COE, Delhi East for Capacity Building Programme for School Librarians across Delhi.
- Ms Swati Chawla, PGT (Physics) presented a Research paper titled "Devising new techniques to perform Physics experiment in an unconventional manner" at RIE Ajmer. Her paper was selected for the RIE Journal. She was also honoured as "Mentor of Change" by Think Startup, Youth Ideathon 2022 under the flagship of Atal Innovation Mission, for supervising and guiding the team 'AudioAid Project' on 20 Oct, at IIT Delhi. The teacher received a cash prize of Rs.5000/-.
- Ms Anupama Motwani (VPL) and Ms Vidhi Oberoi, TGT (Biology) participated in Adolescence Peer leadership life skills, Health and Well being program conducted by CBSE and Expression India and presented a paper highlighting the Vision of the school and goals accomplished by BBPS, Noida.
- They attended a weeklong CBSE Life Skills First Aid training conducted by a team of doctors.
- Mrs. Vinaya Pujari Headmistress (Pr) was felicitated with a certificate of excellence for the "Most Active Teacher" at the 9th Global Education and Skill Summit Leadership Award, 2023 organised by CSC Academy under Ministry of Electronics & IT, Govt. of India.
- Ms Mamta Maggu, PRT (Library) received an appreciation certificate for her outstanding contribution to the significant development of educators in the Professional Development Program, PDP 2022 and was awarded Rs.5000/- in cash by the Chairperson, Amity International Schools.
- Ms Swati Chawla (PGT Physics) received a Certificate of Appreciation for her active participation in the evaluation of reports of the experiments during the prelims round of NAEST, 2022.
- Ms Vidhi Oberoi (TGT Biology) completed a semester long course on implementing inquiry-based lessons in classrooms conducted by Indian Academy of sciences and received certificate of appreciation. She presented a research paper on Competency based learning and outcome-based assessment on 03 Feb, 2023 in NERIE, Meghalaya and received certificate for the same. Her paper has been selected for publication by NCERT.
- Ms Sheuli Ghosh (Pre Primary) was selected as an Assistant Resource Person by CBSE Sankalp Sahodaya (South West) for conducting workshop on Multi-dimensional Holistic Learning. She took a session for the teachers on 07 May, 2023.
- Seven teachers of the school, Ms Rashi Anand (PRT-English), Ms Dhanya Patil (PRT-English), Ms Yasha Sharma (PRT-Science), Ms Payal Chauhan (Pre Primary Teacher), Ms Alka Rai (PRT-IT), Ms Asha Menon (TGT-IT) and Ms Meetu Tripathi (PGT-CS) appeared for the online examination for MCE Certification and cleared the same in the first attempt. The teachers are now Microsoft Certified Educators for Technology Literacy for Educators – 21st Century Learning Design.

SPORTS

- Chaitanya (II) won Silver Medal in Champions Trophy 2022, a competition organized by DDA, Dilshad Garden on 06 Mar, 2022

- Ranveer (IX) won a Silver Medal in Bihar State Sub Jr Badminton Championship 2022 organised by Bihar State Badminton Association held at Munger, Bihar from 06 to 10 April, 2022.
- The School received a Certificate of Participation from the Ministry of Ayush, Govt. of India for Surya Namaskar Pledge dated 18 Feb, 2022 on the occasion of Makar Sankranti and we at school are committed to make all sincere efforts towards making Surya Namaskar / Yoga rooted in lives of students.
- Under the aegis of Sports Council, Child Education Society, the school hosted Inter Unit Bal Bharati Badminton and Table Tennis Tournaments on 22 and 23 August & 1-3 September respectively. BBPS PP was declared winner in Badminton (Boys) Category and BBPS ND in (Girls) Category. BBPS ND was declared as the winner in Table Tennis (Boys) Category and BBPS GR as winner in the (Girls) Category.
- Akshat Tyagi (X) was declared the winner in Men's Single U-19 (Boys) in the Noida Table Tennis Tournament organised by GBNDTTA on 15 May, 2022.
- Daksh Tyagi (X) was declared winner in U -17 (Boys) Table Tennis tournament and Runners-Up in U-19 (Boys) at the Noida District Table Tennis Tournament organised by GBNDTTDA on 15 May, 2022.
- Anoushka Bhatnagar (VII) was declared the Second Runner-Up in U-19 (Girls) at the Noida District Table Tennis Tournament organised by GBNDTTA on 15 May, 2022.
- H. Lalruatsanga (IX) claimed Gold in U-19 Delhi State Table Tennis Championship, Bronze in U-17 and Silver in Men's Doubles Category organized by Delhi State Table Tennis Association on 16 & 17 Aug, 2022.
- Ishi Maheswari (IX) bagged a Silver medal in Doubles U- 16 Girls Category at the Asian Tennis Federation Tournament organised by IATA on 23 May, 2022.
- Shaurya Negi (IV) won a Gold Medal at the Billabong NCR Tennis Championship held from 27 to 29 August, 2022
- BBPS ND was declared winner in Girls Category and Second Runner-Up in Boys Category at the All India Inter-Unit Sports Meet Tennis event organized by BBPS, PP on 16 & 17 August, 2022.
- Sanvie Anand (XI) was adjudged Winner in U-17 doubles category and Runner-up in singles category in the Bihar State Badminton Championship organised by Bihar State Badminton Association on 25 May, 2022. She has also been selected to participate in East Zone Badminton Championship to be held at Gorakhpur, U.P. from 06 to 11 Sep, 2022
- Ridhima Singh (X) finished Runner-up in Mixed doubles at the East Zone Senior Badminton Championship held on 03 July, 2022. The event was organised by UP State Badminton Association. She has also been selected for East Zone Badminton Championship at Gorakhpur, U.P. to be held from 06 to 11 Sep, 2022. She has been selected for the National Badminton Championship to be held in Bhuvneshwar from 30 Nov to 07 Dec, 2022.
- Hiranyadha (VIII) was declared the winner in U -19 Girls Singles Category at the District Badminton Championship organised by Solan District Badminton Association on 05 Aug, 2022.

- Mansa Rawat (XI) won 04 Gold medals in the U- 17 Girls, U-17 Doubles, U-17 Mixed Doubles, Silver Medal in U-19 Mixed Doubles at the Uttarakhand State Badminton Championship organised by Uttarakhand Badminton Association from 09 to 14 August, 2022.
- Gayatri Rawat (IX) category at the Uttarakhand State Badminton Championship, Kashipur organised by Uttarakhand Badminton Association on a Silver Medal in the U-17 mixed Doubles from 09 to 14 August, 2022
- Riddhima Singh (X) was declared Runner-Up in the U-15 Doubles category in UP State Badminton Ranking Tournament held at Lucknow from 25 to 28 August, 2022. The event was organised by UP State Badminton Association
- Mansa Rawat (XI) and Gayatri Rawat (IX) are currently playing the India Junior International Grand Prix, 2022 organized by World Badminton Federation and Asian Badminton Confederation at Pune.
- Ranveer Singh (IX) was declared Runner's up in Bihar State U-19 Badminton Championship held at Samastipur, Bihar. He has also been selected for East Zone Badminton Championship at Gorakhpur, U.P. to be held from 06 to 11 Sep, 2022
- Aniket Rawat (XI) bagged gold medal at the GD Goenka School Swimming Competition organized on 05 July, 2022.
- Dev Bhardwaj (VII) and Ishan (X) won 07 Bronze Medals in the All India Inter-Unit Swimming Competition held on 08 August, 2022 hosted by BBPS Pitampura, New Delhi.
- Tanya (V) and Arnav (VI) won a Bronze Medal in the team event of Delhi State Open Swimming Championship held at Talkatora. Stadium, Delhi on 28 August, 2022.
- Shruti Singh (X), Shreya Agarwal (X) Khushi Rawat (X) won the bronze medal at the All India Inter-Unit Sports Meet- Rope Skipping event organised by BBPS, Dwarka on 02 and 03 August, 2022. Team of Utsav (X) Mehul (X) Suvan (IX) Tanishq (IX) Rashesh (VII) Abhinav (X) won the Best boys trophy at Wynberg Allen Interschool Chess Tournament, Mussoorie organised from 05 to 08 Aug, 2022.
- The school's girls team comprising Suvanshi Deb (XI) Satakshi (X) Kashvi (IX) and Kritika (IX) won the Best Girls Trophy at Wynberg Allen Interschool Chess Tournament, Mussoorie held between 05 and 08 August, 2022.
- Anika Rana (VII) won a Gold Medal at the Interschool Artistic Solo Yoga Competition organised by UP State Yogasana Group held on 28 & 29 August, 2022.
- Deevakshi Garg (VIII) has been awarded Black Belt 1st DAN by Traditional Shito – Ryu Karate Do Association (India) affiliated with World Karate Federation (WKF) and World Shito - Ryu Karate Do Federation.
- Akshit Bhatia (IX) won a gold medal in U-15 Boys, U-17 Boys (doubles) and Mens (doubles categories) at Ghaziabad District Table Tennis Championship organised by Ghaziabad Association of Table Tennis held at Ghaziabad on 01 Oct, 2022
- Samriddhi Sharma (VII) Secured State Rank-7 in U-13, Girls Category at the U.P State Table Tennis Championship held at Bareilly on 30 Oct, 2022 organised by Uttar Pradesh Table Tennis Association and has qualified to represent U.P State Team for all the upcoming National tournaments.

- Ishi Maheswari (IX) bagged a Gold Medal in Doubles U- 18, (Girls Category) at the National Series Tennis Championship organised by IATA held at Jajjar, Haryana on 01 Oct, 2022.
- Anirudh (X) Won a Silver Medal in U-18 Category at the All India National Ranking Tennis Tournament held on 19 Oct, 2022 at Noida organized by IATA.
- Sanvie Anand (XI) was adjudged Winner in U-17 Singles Category and Youth Girls Singles Category in the Bihar State Badminton Championship organised by Bihar State Badminton Association held at Patna, Bihar on 02 Nov, 2022.
- Ridhima Singh (X) won a Bronze Medal in Yonex All India Sub Jr Badminton Tournament organised by Badminton Association of India at Hyderabad on 10 Oct, 2022. She also won a Gold Medal in U-15 Doubles and Silver in U -17 Doubles category at the U.P State Badminton Championship organized by U.P Badminton Association held at Noida on 12 Oct, 2022.
- Mansa Rawat (XI) won a Gold medal at the Yonex Sunrise All india Sub Jr Ranking Badminton Tournament organized by Badminton Association of India on 18 Oct, 2022 at Hyderabad.
- Gayatri Rawat (IX)) won a Bronze medal at Yonex Sunrise All india Sub Jr Ranking Badminton Tournament organized by Badminton Association of India on 18 Oct, 2022 at Hyderabad .
- Yagya (IV) won a Silver Medal during Noida District Badminton Championship organised by Noida District Badminton Association on 04 Oct, 2022.
- Arnav Sharma (VII) will represent Delhi State in Boys (Double Category) in U-13 National Badminton Championship to be held from 19 to 23 Nov, 2022 at Lucknow.
- Tanya (V) won 1 silver and 1 bronze medal and Anishk Rawat (VIII) won 1 silver and 1 bronze medal at Tairak Swimming Competition organized by Tairak Swimming Academy at Promethieus School, Noida on 18 Sep, 2022
- The Rope Skipping Team comprising 17 players participated in the U.P State Rope Skipping Championship held on 04 Oct, 2022 and was qualified to represent U.P State at the National Rope Skipping Championship in Delhi. Kartik (V), Vedansh (VI), Sakshi (VI), Shrishty (IX), won a Silver Medal at the National Rope Skipping Championship organised by Rope Skipping Federation of India , Talkatora Stadium on 19 Oct, 2022
- Suvan Deb (IX) secured 10th rank in the All India FIDE Ranking Chess Tournament organised by Noida Chess Association on 13 Oct, 2022. He won a cash award of Rs 7500/- and opened his FIDE Ranking.
- During the JBM Global Sports Meet on 21 Oct, 2022, Naisha (X) won a Silver Medal in 100 M track events. Niyati (XI) won a gold Medal in Shot Put and Chetan (IX) won a Silver Medal in the Athletic events.
- Mansa Rawat (XI), Ridhima Singh (X), Gayatri Rawat (IX) and Sanvie Anand (XI) won Gold Medal in the Girls Team Championship during the CBSE NORTH ZONE BADMINTON TOURNAMENT 2022-23 held at Karan Public School, Meerut from 5 – 8 Dec, 2022.
- National Round: Mansa Rawat (XI), Gayatri Rawat (IX) Ridhima Singh (X) and Sanvie Anand (XI) were declared the winners in U-17 Girls category in CBSE BADMINTON NATIONAL CHAMPIONSHIP 2022-2023 held at Jhunjhunu, Rajasthan from 12-16 Jan 2023. Mansa Rawat (XI) won the Gold medal in U-17 Individual Girls category. THE SCHOOL TEAM WAS DECLARED WINNERS AT THE CBSE NATIONAL CHAMPIONSHIP.

- At the Yonex Sunrise All India National Ranking Badminton Tournament, 2023, Mansa Rawat (XI) and Gayatri Rawat (IX) won a Gold medal in U-17 Doubles category. The tournament was held at Jaipur, Rajasthan from 5-12 Feb'23.
- H.Lalruat Sanga (IX) Akshit Bhatia (IX) Arnav Rawat (IX) and Sameer Khatri (XI) won Gold Medal in Boys Team Championship in CBSE Cluster XXI, Table Tennis Tournament 2022-23 held at Maa Anandmayee Memorial School, Dehradun, Uttarakhand from 13 – 18 Dec, 2022.
- H.Lalruat Sanga (IX) won a Gold Medal in Boys (Individual category) in the said tournament.
- Samridhi Sharma (VII) won a Silver Medal in Girls (Individual category) in CBSE Cluster XXI Table Tennis Tournament 2022-23 held at Maa Anandmayee Memorial School, Dehradun, Uttarakhand from 13 – 18 Dec, 2022.
- NATIONAL ROUND : The Boys Table Tennis team of H. Lalruat Sanga (IX), Akshit Bhatia (IX), Arnav Rawat (IX) and Sameer Khatri (XI) won Bronze medal in U-17 category in CBSE Table Tennis National Championship 2022-2023 held at Sri Prakash Synergy School, Peddapuram, Andhra Pradesh from 8-15 Jan, 2023. THE BOYS TEAM BAGGED THE SECOND RUNNERS UP TROPHY DURING THE CBSE NATIONAL CHAMPIONSHIP.
- H. Lalruat Sanga (IX) won a Silver Medal in the Individual category during the UTT National Ranking Table Tennis Championship, 2023 held at Surat, Gujarat from 22 -28 Jan, 2023
- Ishi Maheswari (IX), Prarthna Mondal (IX) and Nishika Kumar (XI) won Gold Medal in Girls Team Championship in CBSE NORTH ZONE TENNIS CHAMPIONSHIP held at Billabong High International School, Noida from 16 -18 Dec' 2022.
- National Round: Ishi Maheshwari (IX) and Prarthna Mondal (IX) won the Silver Medal in U-17 (Girls Category) in Team Championship during the CBSE Tennis National Championship held at M M Public School, Vasudha Enclave, Pitampura, Delhi from 27 -30 Dec, 2022. THE GIRLS TEAM BAGGED THE 1ST RUNNERS UP TROPHY DURING THE CBSE NATIONAL CHAMPIONSHIP.
- Rope Skipping: Vedansh Rawat (VI), Achintya Joshi (VI), Shreetej Mishra (V) and Kartik Guher (V) won Bronze Medal each during the CBSE Rope Skipping National Championship, 2022-2023 held at Pathania Public School, Rohtak, Haryana from 1-4 Jan, 2023. Sakshi Yadav (VI), Vidhi Goel (VI), Aashvi Aggarwal (VI) Annanya Verma (VI) won Bronze Medal each during the CBSE Rope Skipping National Championship 2022-2023 held at Pathania Public School, Rohtak, Haryana from 1-4 Jan, 2023.
- Swimming: Manya Rawat (XI), Rudhra Saxena (V) and Aniket Rawat (XI) won two gold medals, one silver medal, one silver and bronze medal respectively in CBSE North Zone Swimming Tournament 2022-23 held at Gyanshree School, Noida from 5-7 Jan, 2022. The team participated in CBSE National Swimming Tournament 2022-23 held at Genius English Medium School, Rajkot, Gujarat from 20-24 Jan, 2023.
- The Parent Teacher Association of Bal Bharati Public School, Noida hosted the Noida Golden Football Baby League, 2022 from 05 to 12 Dec, 2022 in the school premises. The league saw participation of 10 schools of G B Nagar.
- Anika Rana (VII) has been selected to participate in Khelo India Women's League, organized by National Yogasana Sports Federation at Varanasi on 12 March, 2023.

A5 Best Practices – Mention all the pedagogical practices that have helped to enhance the learning environment at the school.

<https://bbpsnoida.balbharati.org/best-practice/>

<https://bbpsnoida.balbharati.org/bagless-day/>

<https://bbpsnoida.balbharati.org/cbse-reading-mission/>

- Extra support classes for the underachievers and Enrichment classes for the gifted are being conducted on a regular basis.
- Ms. Deepti Mehra, TGT (Soc Sc) initiated the activity of organising class elections in class IX in the month of August for better understanding of the chapter- System Elections in India.
- Dr. Nishi Nigam, TGT (Sanskrit) conducted the activity सामूहिक नाट्याभिनय (कला एकीकृत गतिविधि) for Class X in the month of August. The topic covered was (संस्कृत) पाठ - सौहार्द प्रकृतेः शोभा. She conducted the activity औषधीय पेड़, पौधों का महत्व, उनके लाभ, उत्पादों का विवरण (कला एकीकृत गतिविधि) for Class VIII in the month of August. The topic covered was (संस्कृत) पाठ - तुलसीपादपस्य आत्मकथा.
- Ms. Deepti Tiwari, TGT (English) conducted a role play in Class VIII in the month of July for better understanding of the chapter- 'The Tea Kettle'. Students enacted the characters of the story with voice modulation and proper articulation and expressions. She conducted the Informal letter activity in class VI in the month of August. Students practised writing informal letter using emails. The integration with ICT was done with the motive of teaching and encouraging students to write letters and emails. Students wrote many emails following the format of Informal letter and enjoyed sending them to their friends.
- Ms. Sona Rawat, PRT (English) included Toy Based Pedagogy- Kamishibai Theatre and Puppetry for Class III in the month of August to teach the lesson- Who did Patrick's homework. Ms. Sona Rawat conducted 'Finger Puppets' activity in class I in the month of July.
- Ms. Shally Walia, PGT (Pol Sc) organised a debate on the topic 'Meerut as an important centre of Revolt of 1847 for Class XII in the month of August. She arranged for a 'Pictorial Analysis Research' for the topic 'Colonialism and Countryside' for class XII in the month of August.
- Ms. Meena Aggarwal, PRT organised a Toy-based pedagogy- game-based plan on the concept of one and many for Class I in the month of August.
- Ms. Vidhi Oberoi, TGT (Biology) conducted an art-integrated activity for Class X on 'Soil logy- Role of Decomposers' in the month of July-August.
- Ms Ruby Singh, PGT (Commerce) introduced Entrepreneurship concepts through inspiring tales of entrepreneurs and their struggles.
- To acquaint our learners with the rich heritage of India and to make them cherish the splendour of our Incredible India, the school has initiated "Proud to be an Indian" project. For the introductory module, (Module-I) the students were introduced to the Indus Valley civilization and the historic and cultural riches of India.
- School Digital Library 'Believing that 'reading enriches one and all', the school library's digital portal 'Carpe Diem' continues to share daily newspapers, periodicals, books of varied interest with the students, staff and parent fraternity. The app also shares opportunities for author meet, book launch, online story sessions and other important literature for the overall development of the students.
- To inculcate creativity and communication skills, the library and the language department of school gave lease to a new platform named the TGIF (Thank God It's Friday) Reading Club with a unique participation of students and parents. Students are able to showcase their talent as

young writers, storytellers, elocutionist and budding poets who could also sing their compositions. Children carved a niche through the song Vande Mataram, sung in three different languages. The enthusiast narrated stories by Swami Vivekananda and Malgudi Days, just to name a few. As a mark of tribute to P N Panicker, the father of the Library and Literacy movement in Kerala, the online National Reading Day was celebrated on 19 June, 2022. During the National Reading Day, students of Bal Bharati Public School, Noida took a pledge to read and remain enlightened.

- Students of classes XI & XII conducted online sessions on various themes like Stress and Anger Management, Mental well being for their young friends. The objective of this activity was to provide an opportunity to help students express themselves without fear , stigma or judgement of any kind. Young learners shared their views and it was proven yet again that words are the mirrors of one's thoughts.
- Disaster Management Cell of Bal Bharati Public School, Noida, conducted Evacuation Drill on Friday , 14 Oct, 2022. Prior to the drill, Class Reps from Classes PP to Class XII showcased a Power point Presentation through the Interactive Panels on the Do's and Don'ts in the event of a disaster. This was followed by an interaction/discussion/demonstration on the points enlisted. This exercise was carried out during the zero period before the simulation drill. The young learners of Pre Primary school also participated in the exercise. The little ones performed drop, cover, hold exercise within their classes during the time when Classes I-XII were performing the drill.
- BBPS, Noida along with K12 Activity Academy formed an iShark Tank Club to promote entrepreneurship amongst students in the month of Sep, 2022. 15 students from Classes VIII-XII have enrolled for the programme and will learn the nuances of setting up an Edtech company through ideation, pitching sessions conducted by professional mentors.
- After the great success of Ramayan Sagar 1.0 during the last session, Ramayan Sagar 2.0, was showcased on 29 Oct, 30 Oct & 01 Nov, 2022 that recreated the magic in its brand new avatar. The musical presentation, using the medium of puppetry was showcased through the interactive panels for the entire school. A complete in-house production wherein starting from the script, music to the puppets, creating and moving them as per the dialogues, recording, editing and video making, was conceived and created by the Pre Primary, Performing Arts and Visual Arts Department of the school.
- Interactive Senses panels were installed in all sections of Pre School, Pre Primary and Activity Room on 23 Sep, 2022. The master trainers of the school conducted a training session on 1 Oct 2022 to train the staff on effective use of the panels. The school has 76 Interactive Panels in all.
- FINANCIAL LITERACY: Financial Literacy modules prepared by School Advisory Council were taken up in Classes III – VIII. The modules shared by the Reserve Bank of India have also been introduced at Primary and Middle School levels. A short assessment for Classes VI-VIII was conducted on 24 Feb, 2023 to evaluate the learning outcomes. 80% of the student population is now a financially literate population.

SECTION – II

VISION FOR THE ACADEMIC YEAR 2023-24 (CURRENT ACADEMIC YEAR)

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

A1) Number of Students on Roll (Class-wise): 2023-24

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
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Number of Sections	12	6	6	6	5	4	4	4	4
Students on Roll	402	245	224	242	236	194	190	187	190

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL			
					SCIENCE	COMMERCE	HUMANITIES	VOCATIONAL
Number of Sections	5	4	4	4	4	2	2	0
Students on Roll	207	189	145	155	167	73	60	0

A2) Staff Detail:

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

GROUP	REGULAR	CONTRACTUAL	PART- TIME	NUMBER OF TEACHERS	
				TRAINED	UN-TRAINED
Pre School (3 years)	11	04	-	YES	NIL
Grades 1 & 2	09	03	-	YES	NIL
Preparatory (3 to 5)	11	07	-	YES	NIL
Middle (6 to 8)	15	01	-	YES	NIL

Secondary (9 & 10)	11	01	-	YES	NIL
Senior Secondary (11 & 12)	11	02	01	YES	NIL
Supervisory Heads	05	-	-	YES	NIL
Special Educator	01	-	-	YES	NIL
PETs	03	-	-	YES	NIL
Librarian	02	-	-	YES	NIL
Music Teachers	02	-	-	YES	NIL
Dance Teachers	03	-	-	YES	NIL
Yoga Teacher	-	01	-	YES	NIL
Counsellor	-	01	-	YES	NIL
Others (if any)	02	-	-	YES	NIL
Art	03	-	-	YES	NIL
Lab Asstt. / Attn.	07	-	-	YES	NIL
Coaches	-	05	-	YES	NIL
Drama Tr.	01	-	-	YES	NIL
Total	97	25	01		

A3) Academic Resources

Infrastructure, Material resources, Digital resources and Intellectual resources including BALA.

Name of the Academic Resources Segment –wise

NAME OF RESOURCE/S	NO OF UNITS	SEGMENT PRE-PRIMARY/PRIMARY/SEC/SR. SEC.
BALA(School Basement,Pre Primary,Outside Art Lab,Display boards in corridors and class rooms)	124	PRE-PRIMARY/PRIMARY/SEC/SR. SEC.
Library	2	Primary/Sec & Sr.Sec
Laboratories (Bio,Chem,Computer lab,AI,HSC.PHY.)	7	PRIMARY/SEC/SR. SEC
Art Room	1	PRIMARY/SEC/SR. SEC
Sports Room	1	PRIMARY/SEC/SR. SEC
Play Pen	1	PRE-PRIMARY
Activity Rooms	1	PRE-PRIMARY
Resource Centre	1	PRE-PRIMARY/PRIMARY/SEC/SR. SEC.
Atal Tinkering Lab.	1	SEC/SR. SEC.
Business Lab.	-	-
3D Lab.	1 Bio Room	PRIMARY/SEC/SR. SEC.
Internet enabled networked classrooms with Interactive panels	68	PRE-PRIMARY/PRIMARY/SEC/SR. SEC.

Tab	50	SEC/SR. SEC.
Embibe	29	SEC/SR. SEC.

B) Curriculum Planning

B1) School Curriculum Committee

NAME OF THE MEMBER	DESIGNATION IN THE COMMITTEE
Ms.Anupama Motwani	Vice Principal
Ms.Loveleen Kapoor	Academic Coordinator
Ms.Amita Ganjoo	Headmistress Senior
Ms.Vinaya Pujari	Headmistress Primary
Ms. Sarika Passi	Headmistress Pre Primary
	Class and Subject Coordinators

B2) Selection of books and study material – The books and study material are finalised at the CES level and preferably NCERT books are recommended.

B3) Detailed syllabus of each class -

<https://bbpsnoida.balbharati.org/syllabuscurriculum/>

Class 1: <https://bbpsnoida.balbharati.org/wp-content/uploads/2023/08/CLASS-I-SYLLABUS-23-24.pdf>

Class 2: <https://bbpsnoida.balbharati.org/wp-content/uploads/2023/08/CLASS-II-SYLLABUS-23-24.pdf>

Class 3: <https://bbpsnoida.balbharati.org/wp-content/uploads/2023/08/CLASS-III-SYLLABUS-23-24.pdf>

Class 4: <https://bbpsnoida.balbharati.org/wp-content/uploads/2023/08/CLASS-IV-SYLLABUS-23-24.pdf>

Class 5: <https://bbpsnoida.balbharati.org/wp-content/uploads/2023/08/CLASS-V-SYLLABUS-23-24.pdf>

B4) Pedagogical practices of teachers –

Stakeholders → Class ↓	Language and Literacy (English and Hindi)	Maths and Blocks	Creative Expression	Science and Exploration	Values, Morals and Ethics (With due importance on Indian culture and rootedness)
PRE-PRIMARY	<ul style="list-style-type: none"> ● Free / structured conversation and Circle Time ● Structured / Free Play ● Story Narration and Enactment (Toy Based Pedagogy) ● Inter/Intra Class Activities (Integrated Approach) ● Activities based on Play Based Learning ● Role Play/ Dramatization ● ICT Based Learning (Quiz, Word Wall, etc) ● Vocabulary building ● Picture Composition ● Rhyme Recitation ● YouTube videos / Self Made videos ● Listening & speaking activities ● Worksheets & Assignments ● Learning from their immediate environment. ● Art Integrated Learning through various activities ● Group Discussions ● Curriculum Bridging through Bridge Course Worksheets ● Participation in School Assemblies and Functions 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● You Tube videos/ self-made videos. ● Project/ Theme based learning ● Learning from their immediate environment ● Experiential Learning ● Hands on Activities ● Game based learning platforms ● Interactive worksheets ● Role play ● Fun Activities ● Puzzles/ Maze/ Blocks ● Sorting and Pairing ● Stringing beads ● Magic with dice ● Discussions ● Virtual Tours ● Shopping Spree - Estimation ● Floor Games like Pattern walk ● Art Integrated Learning ● Problem Solving Activities integrate with 	<ul style="list-style-type: none"> ● Paper Folding ● Scribbling/ Tracing – Air/ Sand ● Origami ● Tearing and Pasting ● Collage Making ● Vegetable Printing ● Clay Modelling ● Fingertip Impressions ● Marble Printing ● Doodling ● Stripling ● Free Hand Drawing / Painting ● Blow/ Sponge Painting ● Music and Movement ● Sustainable Art ● Constructive Material Activities ● Headgear/ Face Mask ● Rangoli Making ● Theatre ● Art Integration with various subjects ● Aerobics / Action Song ● Animal Movements ● Nukkad Natak ● Fancy Dress ● ICT Learning like Autodraw, Scratch 	<ul style="list-style-type: none"> ● Nature Walk ● Learning through Experimentation through Simple Experiments. ● Observation and exploration through scientific equipment. ● Astronomy Session ● You Tube videos/ self-made videos. ● Water experiments ● Air Experiments ● Project Based Learning ● Sensory Paths ● Observing the immediate environment ● Kitchen Garden ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects 	<ul style="list-style-type: none"> ● Shloka Chanting ● Doha Rendition ● Story Narration and Enactment (Toy Based Pedagogy) ● Role play and Dramatization ● Street Play ● Songs/ Rhymes ● Participation in School Assemblies and Functions (Experiential Learning) ● Community Service Activities

	<p>(Skill Based Learning)</p> <ul style="list-style-type: none"> ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ● Experiential Learning ● Nature Walk ● Different games are incorporated ● Reading corner 	<p>the topics taught.</p> <ul style="list-style-type: none"> ● Indoor / Outdoor Games ● Decoding ● Measurements ● Data Handling ● Corelation of Numbers ● Rubrics Cube ● Dominos ● 3D Shapes 	Junior, Different Apps		
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Stakeholders → Class ↓	ENGLISH	HINDI	MATHEMATICS	E.V.S./ SCIENCE	SOCIAL SCIENCE
I	<ul style="list-style-type: none"> ● Story Narration and Enactment (Toy Based Pedagogy) ● Inter/Intra Class Activities (Integrated Approach) ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Role Play/Dramatization ● Karadi Path (Literacy Programme) ● ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) ● Vocabulary building ● Picture Composition ● Poem Recitation ● YouTube videos ● Unseen Passages 	<ul style="list-style-type: none"> ● Learning from their immediate surroundings (Experiential Learning) ● Story Narration and Enactment (Toy Based Pedagogy) ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Curriculum Bridging through Bridge Course Worksheets ● Participation in School Assemblies and Functions (Skill Based Learning) ● Role Play/Dramatization ● Inter/Intra Class Activities (Integrated 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● You Tube videos. ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Learning from their immediate surroundings (Experiential Learning) ● Hands on Activities ● Game based learning platforms ● Interactive worksheets ● Role play ● Fun Activities ● Magic with dice ● Discussions ● Virtual Tours ● Shopping Spree 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Role Play and Dramatization activities. ● Story Narration and enactment ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Critical Thinking Worksheets ● ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) ● You Tube videos ● Connect with surroundings. ● Virtual Tours ● Board games 	N.A

	<ul style="list-style-type: none"> ●Listening & speaking activities ●Worksheets & Assignments ●Learning from their immediate surroundings ●Art Integrated Learning through various activities ●Discussions ●Curriculum Bridging through Bridge Course Worksheets ●Participation in School Assemblies and Functions (Skill Based Learning) ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ●Learning from their immediate surroundings (Experiential Learning) 	<p>Approach)</p> <ul style="list-style-type: none"> ●Vocabulary building ●Picture Composition ●Poem Recitation ●Art Integrated Learning through various activities ●You Tube videos ●Unseen Passages ●Virtual Tour ●Listening & speaking activities ●Worksheets & Assignments ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects 	<ul style="list-style-type: none"> ●Quiz using ICT platforms ●Art Integrated Learning through various activities ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ●Problem Solving Activities integrate with the topics taught. 	<ul style="list-style-type: none"> ●Hands on activities ●Learning from their immediate surroundings (Experiential Learning) ●Art Integrated Learning through various activities ●Curriculum Bridging through Bridge Course Worksheets ●Participation in Assemblies (World Health Day, World Environment Day, etc.) ●Nature Walk ●Leaning through Experimentation (Science Lab) ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects 	
II	<ul style="list-style-type: none"> ●Story Narration and Enactment (Toy Based Pedagogy) ●Inter/Intra Class Activities (Integrated Approach) ●Role Play/Dramatization ●Karadi Path (Literacy Programme) 	<ul style="list-style-type: none"> ●Learning from their immediate surroundings (Experiential Learning) ●Story Narration and Enactment (Toy Based Pedagogy) ●Curriculum Bridging through Bridge Course Worksheets 	<ul style="list-style-type: none"> ●Toy Based Pedagogy for teaching various concepts. ●You Tube videos. ●Learning from their immediate surroundings (Experiential Learning) ●Hands on Activities ●Game based learning 	<ul style="list-style-type: none"> ●Toy Based Pedagogy for teaching various concepts. ●Role Play and Dramatization activities. ●Story Narration and enactment ●Critical Thinking Worksheets 	N.A

	<ul style="list-style-type: none"> ●ICT Based Learning (Quizez, Kahoot, Word Wall, etc) ●Vocabulary building ●Picture Composition ●Poem Recitation ●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ●YouTube videos ●Unseen Passages ●Listening & speaking activities ●Worksheets & Assignments ●Learning from their immediate surroundings ●Art Integrated Learning through various activities ●Discussions ●Curriculum Bridging through Bridge Course Worksheets ●Participation in School Assemblies and Functions (Skill Based Learning) ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ●Learning from their 	<ul style="list-style-type: none"> ●Participation in School Assemblies and Functions (Skill Based Learning) ●Role Play/Dramatization ●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ●Inter/Intra Class Activities (Integrated Approach) ●Vocabulary building ●Picture Composition ●Poem Recitation ●Art Integrated Learning through various activities ●You Tube videos ●Unseen Passages ●Virtual Tour ●Listening & speaking activities ●Worksheets & Assignments ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects 	<ul style="list-style-type: none"> platforms ●Interactive worksheets ●Role play ●Fun Activities ●Magic with dice ●Discussions ●Virtual Tours ●Shopping Spree ●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ●Quiz using ICT platforms ●Art Integrated Learning through various activities ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ●Problem Solving Activities integrate with the topics taught. 	<ul style="list-style-type: none"> ●ICT Based Learning (Quizez, Kahoot, Word Wall, etc) ●You Tube videos. ●Connect with surroundings. ●Virtual Tours ●Board games ●Hands on activities ●Learning from their immediate surroundings (Experiential Learning) ●Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ●Art Integrated Learning through various activities ●Curriculum Bridging through Bridge Course Worksheets ● Participation in Assemblies (World Health Day, World Environment Day, etc. ●Nature Walk ● Leaning through Experimentation (Science Lab) ●Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects 	
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	immediate surroundings				
III	<ul style="list-style-type: none"> ● Role Play ● Toy Based Pedagogy for teaching various concepts. ● Inter-House Activities (Integrated Approach) ● Karadi Path (Literacy Programme) ● Learning from their immediate surroundings(Experiential Learning) ● ICT Based Learning(Quizzez, Kahoot, Word Wall, etc) ● Word Wall(Vocabulary Enrichment Programme) ● Class Library (Reading Programme) ● Creative writing ● Comprehension passage ● Picture composition ● Poster Making ● YouTube videos ● Comic Strip ● Collage Making ● Story Building ● Art Integrated Learning through various activities ● Bulletin Board 	<ul style="list-style-type: none"> ● Role Play ● Toy Based Pedagogy for teaching various concept. ● Learning from their immediate surroundings(Experiential Learning) ● Vocabulary building ● Picture composition ● Paragraph writing ● Unseen passage ● Listening comprehension ● Virtual Tour ● Story Writing ● Art Integrated Learning through Various Activities ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Curriculum Bridging 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Field Trips ● Using manipulatives (Math Lab) ● Connect with surroundings using concrete objects (Experiential Learning) ● Art Integration through various activities. ● Hands on Activity - 2D, 3D shapes ● Observation ● Brainstorming Activities/Worksheets ● Virtual Tour ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Problem Solving Activities Integrated 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Hands on-Activities (Science Lab) ● Exploring your surroundings (Experiential Learning) ● Brainstorming sessions ● Group Discussion ● Art Integrated ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ● Research Based Projects ● Hands on Activity ● Community Service Activities ● Curriculum Bridging through Bridge Course Worksheets ● Activities conducted 	NA

	<p>Presentation</p> <ul style="list-style-type: none"> ● Annual English Play ● Pronunciation videos ● Poem Recitation ● interactive worksheets ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Curriculum Bridging through Bridge Course Worksheets ● Participation in School Assemblies and Functions ● Learning from their immediate surroundings ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects 	<p>through Bridge Course Worksheets</p> <ul style="list-style-type: none"> ● Activities conducted under School Clubs/SUPW (Skill Based Learning) 	<p>with the topic taught.</p> <ul style="list-style-type: none"> ● Participation in Online mathematical Quizzes such as 'Clash of Pi'. ● Shin Program to enhance logical reasoning. ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Curriculum Bridging through Bridge Course Worksheets 	<p>under School Clubs/SUPW (Skill Based Learning)</p>	
IV	<ul style="list-style-type: none"> ● Inter-House Activities (Integrated Approach) ● Learning from their immediate surroundings (Experiential Learning) ● Toy Based Pedagogy for teaching various concepts. 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Learning from their immediate surroundings (Experiential Learning) ● YouTube videos ● Role play 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● SOLE- Based activities to develop real life connect. Learning from their immediate surroundings (Experiential Learning) 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Newspaper in Education (Context Based Learning) ● Hands on-Activities (Science Lab) ● Exploring your 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● YouTube videos ● Virtual tours ● Exploring your surroundings (Experiential Learning) ● Brainstorming sessions

	<ul style="list-style-type: none"> ● Karadi Path (Literacy Programme) ● ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) ● Debate/Declamation ● Word Wall (Vocabulary Enrichment Programme) ● Good Reader's Award & Class Library (Reading Programme) ● Theatre in Education ● Newspaper Activities for Grammar Recapitulation ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Curriculum Bridging through Bridge Course Worksheets ● YouTube videos ● Word Wall (Vocabulary Enrichment) ● Creative writing ● Vocabulary building ● Comprehension passage ● Picture composition ● Worksheets based on 	<ul style="list-style-type: none"> ● Puzzles ● Vocabulary building ● Picture composition ● Paragraph writing ● Unseen passage ● Listening comprehension ● Worksheets based on various grammar concepts ● Quiz using ICT platforms ● Virtual tour ● Collage making ● Poster making ● Slogan Writing ● Quiz ● PPT Presentation ● Art Integrated Activities ● Mind Map reading ● Nukkad Natak ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ● Think- Pair-Share/Collaborative activities. ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all 	<ul style="list-style-type: none"> ● Field Trips ● Using manipulatives (Math Lab) ● Connect with surroundings using concrete objects ● Hands on Activity - 2D, 3D shapes ● Observation ● Brainstorming Activities/Worksheets ● Virtual Tour ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Problem Solving Activities Integrated with the topic taught. ● Participation in Online mathematical Quizzes such as 'Clash of Pi'. ● Shin Program to enhance logical reasoning. ● Activities conducted under School Clubs/SUPW (Skill 	<p>surroundings (Experiential Learning)</p> <ul style="list-style-type: none"> ● Brainstorming sessions ● Group Discussion ● Art Integrated ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ● Research Based Projects ● Hands on Activity ● Community Service Activities ● Curriculum Bridging through Bridge Course Worksheets ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Art Integrated Learning through various activities ● YouTube videos ● Recycling old newspaper ● Clay modelling 	<ul style="list-style-type: none"> ● Poster Making Activity ● Map Activity ● Research Work ● Comprehension passage ● Discussions ● Quiz using ICT platforms ● Newspaper Reading ● Mind Map ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/ non-scholastic subjects ● Art Integrated Activities ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Think- Pair-Share/Collaborative activities. ● Activities conducted under School Clubs/SUPW (Skill Based Learning)
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	<p>various grammar concepts</p> <ul style="list-style-type: none"> ● Collage Making ● Story Presentation ● Audio Stories ● Pronunciation videos ● Poem recitation ● Diary entry ● Pictorial Representation ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Comic Strip ● Story Building ● Art Integrated - Puppetry ● Dialogue Completion ● Pictorial activity ● Virtual Tour ● Quiz ● PPT presentation ● interactive worksheets ● Think- Pair- Share/Collaborative activities. 	Scholastic Subjects)	Based Learning)	<ul style="list-style-type: none"> ● Brochure Making ● Street Play ● Think- Pair- Share/Collaborative activities. 	
V	<ul style="list-style-type: none"> ● Inter-House Activities (Integrated Approach) ● Learning from their immediate surroundings(Experiential Learning) ● Toy Based Pedagogy for teaching various concepts. 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Learning from their immediate surroundings(Experiential Learning) ● YouTube videos ● Role play 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● Learning from their immediate surroundings(Experiential Learning) ● SOLE- Based activities to develop real life 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● SOLE- Based activities to develop real life connect. ● Hands on-Activities (Science Lab) ● Exploring your 	<ul style="list-style-type: none"> ● Toy Based Pedagogy for teaching various concepts. ● YouTube videos ● Virtual tours ● Exploring your surroundings (Experiential Learning) ● Brainstorming sessions

	<ul style="list-style-type: none"> ● Karadi Path (Literacy Programme) ● ICT Based Learning (Quizzez, Kahoot, Word Wall, etc) ● Debate/Declamation (Learning through Argumentation) ● Word Wall(Vocabulary Enrichment Programme) ● Good Reader’s Award & Class Library (Reading Programme) ● Theatre in Education ● Newspaper Activities for Grammar Recapitulation ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Curriculum Bridging through Bridge Course Worksheets ● YouTube videos ● Word Wall (Vocabulary Enrichment ● Creative writing ● Vocabulary building ● Comprehension passage ● Picture composition 	<ul style="list-style-type: none"> ● Puzzles ● Vocabulary building ● Picture composition ● Paragraph writing ● Unseen passage ● Listening comprehension ● Worksheets based on various grammar concepts ● Quiz using ICT platforms ● Virtual tour ● Collage making ● Poster making ● Slogan Writing ● Quiz ● PPT Presentation ● Art Integrated Activities ● Mind Map reading ● Nukkad Natak ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Think- Pair- Share/Collaborative activities. ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all 	<ul style="list-style-type: none"> connect. Field Trips ● Using manipulatives (Math Lab) ● Connect with surroundings using concrete objects ● Hands on Activity - 2D, 3D shapes ● Observation ● Brainstorming Activities/Worksheets ● Virtual Tour ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Problem Solving Activities Integrated with the topic taught. ● Participation in Online mathematical Quizzes such as ‘Clash of Pi’. ● Shin Program to enhance logical reasoning. ● Activities conducted under School Clubs/SUPW (Skill 	<ul style="list-style-type: none"> surroundings (Experiential Learning) ● Brainstorming sessions ● Group Discussion ● Art Integrated ● YouTube videos ● Quiz using ICT platforms ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Incidental Learning ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Research Based Projects ● Hands on Activity ● Community Service Activities ● Curriculum Bridging through Bridge Course Worksheets ● Activities conducted under School Clubs/SUPW (Skill Based Learning) ● Art Integrated Learning through various activities ● YouTube videos ● Recycling old newspaper 	<ul style="list-style-type: none"> ● Poster Making Activity ● Map Activity ● Research Work ● Comprehension passage ● Discussions ● Quiz using ICT platforms ● Newspaper Reading ● Project Based Learning(Crossover Learning) ● Mind Map ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Art Integrated Activities ● Activities based on Joyful Learning (Happiness Curriculum Integrated in all Scholastic Subjects) ● Share/Collaborative activities. ● Activities conducted under School Clubs/SUPW (Skill Based Learning)
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	<ul style="list-style-type: none"> ● Worksheets based on various grammar concepts ● Collage Making ● Story Presentation ● Audio Stories ● Pronunciation videos ● Poem recitation ● Diary entry ● Pictorial Representation ● Trans Disciplinary Approach is followed to teach different topics by integrating other scholastic/non-scholastic subjects ● Comic Strip ● Story Building ● Art Integrated - Puppetry ● Dialogue Completion ● Pictorial activity ● Virtual Tour ● Quiz ● PPT presentation ● interactive worksheets ● Think- Pair- Share/Collaborative 	Scholastic Subjects)	Based Learning) <ul style="list-style-type: none"> ● Curriculum Bridging through Bridge Course Worksheets ● YouTube videos ● Virtual tours ● Theatre in Mathematics ● interactive worksheets ● Think- Pair- Share/Collaborative activities. ● Art Integrated Activities 	<ul style="list-style-type: none"> ● Clay modelling ● Brochure Making ● Street Play ● Think- Pair- Share/Collaborative activities. ● 	
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B5) Sample Lesson Plans of each teacher for each subject (should include competencies, specific learning outcomes, inter disciplinary linkages, art integrated learning, infusion of values and life skills, pedagogical strategies, feedback, and remedial teaching plan). Please provide links of all teachers' lesson plan as per the approved format. (Refer to Annexure 4)

Primary wing ----- <https://drive.google.com/drive/folders/1w070jmfylHacK4TKeKRlfHVFKODI40Je>

Senior wing----- https://drive.google.com/drive/folders/1jHXHehrnuSuwQtL_n696eOvi1QzejZfA

B6) Scheme of Studies, Assessment and Parameters of Assessment

(a) Subjects offered at various levels

Grade wise number of subjects:

Stakeholders Class	Subject -1	Subject -2	Subject -3	Subject -4	Subject -5	Subject -6	Subject -7	Subject -8						
PS	HINDI	ENGLISH	MATHS											
PP-I	HINDI	ENGLISH	MATHS											
PP-II	-	-	-											
Class-I	ENGLISH +GK	HINDI	MATHS	EVS	-	-	ICT							
Class-II	ENGLISH +GK	HINDI	MATHS	EVS	-	-	ICT							
Class-III	ENGLISH +GK	HINDI	MATHS	EVS	-	-	ICT							
Class-IV	ENGLISH +GK	HINDI	MATHS	SCIENCE	SST	-	ICT & AI							
Class-V	ENGLISH +GK	HINDI	MATHS	SCIENCE	SST	SANSKRIT	ICT & AI							
Class-VI	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORMING ARTS	Financial Literacy	IT & AI	BAL SABHA	

Class-VII	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORM ING ARTS	Financial Literacy	IT & AI	BAL SABHA
Class-VIII	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORM ING ARTS	Financial Literacy	IT & AI	BAL SABHA
Class-IX	HINDI/FR ENCH /SANSKRI T	ENGLISH	MATHS	SCIENCE	S SC	FMM/ AI/IT	PHYSICAL ED	LIBRARY	FINE ARTS/ PERFORM ING ARTS	BAL SABHA	-	-	-
Class-X	HINDI/FR ENCH /SANSKRI T	ENGLISH	MATHS	SCIENCE	S SC	FMM/ AI/IT	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-
Class-XI	ENGLISH	PHYSICS ACCOUNT POLITICAL SCIENCE	CHEMIST RY B ST/ WEB APPLICATI ON/L ST/HISTO RY	MATHS BIO/ECO/ AI/ PAINTING / FMM	COMP SC ENTRO/H SC/PSYCH O/ MATHS	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-	-
Class-XII	ENGLISH	PHYSICS ACCOUNT POLITICAL SCIENCE	CHEMIST RY B ST/ WEB APPLICATI ON/L ST/HISTO	MATHS BIO/ECO/ AI/ PAINTING /FMM	COMP SC ENTRO/H SC/PSYCH O/ MATHS	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-	-

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Subject wise number of instructional periods:

Stakeholders Class	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8						
	ENGLIS H+GK	HINDI	MATHS	SCIENCE	SST	SANSKRI T	ICT&AI							
PS														
PP-I														
PP-II														
Class-I	7+2	7	8	7			1							
Class-II	7+2	7	8	7			2							
Class-III	7+2	7	8	8			3							
Class-IV	7+1	6	8	6	4		4							

Class-V	7+1	6	8	6	4	2	4						
Class-VI	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORM ING ARTS	Finance Literacy	IT & AI	BAL SABHA
	6	6	3	6	6	6	2	1	1	2	1	3	2
Class-VII	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORM ING ARTS	Finance Literacy	IT & AI	BAL SABHA
	6	6	3	6	6	6	2	1	1	2	1	3	2
Class-VIII	HINDI	ENGLISH	FRENCH/ SANSKRIT	MATHS	SCIENCE	S SC	PHYSICAL ED	LIBRARY	FINE ARTS	PERFORM ING ARTS	Finance Literacy	IT & AI	BAL SABHA
	6	6	3	6	6	6	2	1	1	2	1	3	2
Class-IX	HINDI/FRE NCH/ /SANSKRI T	ENGLISH	MATHS	SCIENCE	S SC	FMM/ AI/IT	PHYSICAL ED	LIBRARY	FINE ARTS/ PERFORM ING ARTS	BAL SABHA	-	-	-
	6	6	7	9	8	2	2	1	2	2			
Class-X	HINDI/FRE NCH/ /SANSKRI T	ENGLISH	MATHS	SCIENCE	S SC	FMM/ AI/IT	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-
	6	6	8	9	9	2	2	1	2				
Class-XI	ENGLISH	PHYSICS ACCOUNT POLITICA L SCIENCE	CHEMISTRY B ST/ WEB APPLICATI ON/L ST/HISTOR Y	MATHS BIO/ECO/AI / PAINTING/	COMP SC ENTRO/H SC/PSYCHO / MATHS	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-	-

				FMM									
	8	8	8	8	8	2	1	2		-	-	-	-
Class-XII	ENGLISH	PHYSICS	CHEMISTRY	MATHS	COMP SC	PHYSICAL ED	LIBRARY	BAL SABHA		-	-	-	-
		ACCOUNTANT	B ST/WEB	BIO/ECO/AI/PAINTING	ENTRO/H SC/PSYCHO/MATHS								
	8	8	8	8	8	2	1	2		-	-	-	-

(b) Instructional time

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

PRIMARY

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/12/CLASS-TIMETABLE-I-V-2023-24-11.10.23-2.xlsx>

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/12/TEACHERS-TIMETABLE-11.10.23.xlsx>

SENIORS

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

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/12/TEACHERSTIMETABLE20OCT23.xls>

(c) Scheme of Assessment and Parameters of Assessment.

Please attach Examination Policy and Schedule, Promotion Policy and Report Cards of all Classes for your school as per NCF/NEP as and when they are implemented by Ministry of Education.

<https://drive.google.com/drive/folders/1nuEYISr7ji-yfjCLOiXLwZTDb22eZ65Y> (REPORT CARD, EXAMINATION POLICY, CCEs for Primary)

<https://bbpsnoida.balbharati.org/promotion-policy/>

<https://bbpsnoida.balbharati.org/exam-schedule/>

[Exam Cell Docs for Annual Pedagogical Plan](#) (REPORT CARD, EXAMINATION POLICY, CCEs for Middle and Senior Wing)

(d) Remedial Education

Remedial programs are designed to close the gap between what students know and what they're expected to know and achieve expected

competencies The Students are identified on the basis of continuous assessment . It also involves identifying areas where students are

struggling academically and providing targeted interventions to help them catch up. Remedial classes are conducted on working Saturdays

and in zero period. Narrow band therapy is also used in small groups. The classes focus on improving skills in a specific subject.

Tailored

instructions and support is provided during the remedial classes. Special PTMs are conducted to apprise the parents about the progress of

their ward.

(e) Addressing diversity in class and Inclusive Education: Schools must formulate their own Inclusive Policy based on the following suggestive guidelines

<https://bbpsnoida.balbharati.org/code-of-conduct-parents-students-teachers/>

<https://bbpsnoida.balbharati.org/policies-and-committees/>

B7) Co-Scholastic Activities

(a) School Activity Calendar - Provide the link.

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/07/BSA-Annual-Calendar-2023-2024.pdf> (pr)

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/ACTIVITY-CALENDAR-2023-24-FOR-ALMANAC-amended-on-1-march-1.pdf>.

Name of the Activity	Link for the activities planned	Learning Outcomes for each activity planned	No of students enrolled along with Classes
CBSE INITIATIVES	https://bbpsnoida.balbharati.org/cbse-initiatives/	https://bbpsnoida.balbharati.org/cbse-initiatives/	2400 + students from classes 1-12
Project Activities	https://bbpsnoida.balbharati.org/projects/	https://bbpsnoida.balbharati.org/projects/	1000 students from classes 1-5

Special days and other activities	https://bbpsnoida.balbharati.org/school-events-activities/	https://bbpsnoida.balbharati.org/school-events-activities/	2500+ from classes ps-12
Bagless Day activities	https://bbpsnoida.balbharati.org/bagless-day/	https://bbpsnoida.balbharati.org/bagless-day/	1500+ students from classes 1-6

(b)Prevocational Skills

Name of the Activity	Link for the activities planned	Learning Outcomes for each activity planned	No of students enrolled along with Classes
Travel and tourism,Handicrafts,Coding,Culinary and Baking,Digital citizenship,Data science,Robotics,Aeromodelling, Theatre ,MUN,TGIF,Rubik's cube Financial Literacy Artificial Intelligence IT	https://cbseacademic.nic.in/skill-education-books.html The details of FL, AI and IT are available in the syllabus booklet.	1.Helps students think beyond grades. It helps them tap into their capabilities, develop real-life skills, and prepare themselves to be successful in the careers of their choice. 2.Skill-based learning helps students develop problem-solving strategies and effective communication techniques. 3.Promotes the leadership skills of students as it helps them become more altruistic. They learn to use their skills to organize and inspire their teams, which, in turn, creates in them leadership qualities.	600 students enrolled from classes IV-IX

		4. It also helps students develop creativity, critical thinking, and analytical thinking as skill-based learning focuses on the evaluation and application of facts to real-life problems.	
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- (c) Art Education - Music, Dance, Drama, Painting, Craft, Folk Art.
The detailed syllabus and activities are available in the Syllabus Booklet and the Lesson Plans.
- (d) Health and Physical Education. Refer to HEALTH AND PHYSICAL EDUCATION MANUAL of CBSE. Link:
[https://cbseacademic.nic.in/web_material/CurriculumMain21/Coscholastic/Health_and_Physical_Education\(HPE\)IX-XII.pdf](https://cbseacademic.nic.in/web_material/CurriculumMain21/Coscholastic/Health_and_Physical_Education(HPE)IX-XII.pdf)
The lesson plans have activities integrated with Physical Education.
- (e) Life Skills and 21st Century Skills (Refer CBSE handbook on 21ST CENTURY SKILLS) –
https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf)
All activities designed for Student Development include Life skills and honing of 21st Century Skills.

C. Student Development Plan

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

- With a view to develop quality consciousness based on standardization and to enable students to appreciate the significance of quality and standards in economic development and social well being of the nation, the School in collaboration with Bureau of Indian Standards, the National Standards Body of India has initiated Standards Club in School w.e.f. 03 Apr, 2023.
- MOOT COURT: The School has signed a Memorandum of Understanding (MOU) with AB Tutorials for training the aspiring law students in session 2023-24. Under this, the Moot Court Inter School Event will be organized in collaboration with Bar Council of India in the month of July, 2023 by the school.
- JADUI PITARA: As envisaged under National Education Policy 2020, Union Education Minister Shri Dharmendra Pradhan has launched 'Jadui Pitara' a play based learning teaching material for the Foundational Stage making the learning landscape more vibrant during the formative years. In line with the vision, the staff of Pre-Primary wing designed the 'Jadui Pitara' as an exemplar of activities that is needed by the students of Foundational Stage, comprising indigenous toys and games, puzzles, puppets, posters, flashcards, story cards and playbooks for students.

- Bridging the Gap: In order to ensure a smooth transition of students from Pre-Primary level to Class I, extra support classes were started w.e.f. 06 Feb, 2023. The classes are held everyday from 1.00 pm to 2.00 pm to help the students understand the concepts clearly, raising their level of comprehension of basic subjects and making a stronger foundation for fundamental literacy and numeracy. The initiative is certainly helping the children to cover up the learning gaps.
- With an aim to promote Hindi Literature among the students of Middle School, Sahityanjali, a Literary Fest was organized by the Hindi Department on 20 January. Ms Sarita Gupta, an eminent writer and educationist graced the occasion. The students recited poems, narrated stories and performed skits based on famous Hindi Literature. Saanvi Srijan (VIII) bagged the first prize for her outstanding poetic rendition. The event was a huge success and the students' enthusiasm and passion for Hindi literature were evident throughout the event.
- Adventure Camp (PS, PP & Classes I & II): During the period under report, the Adventure Camps were held in the school premises between 10 Dec, 2022 to 30 Jan, 2023 for the students of Elementary school and Primary School. The students learned new skills by getting engaged in challenging tasks and developed a sense of teamwork and competency to perform the given task independently. It also helped the students to acquire lifetime skills. The camp was enjoyed by all the students and highly appreciated by the parent volunteers.
- School has shifted to Competency Focused Teaching, Learning and Assessment. The Primary Wing has initiated tracking students' progress across school years.
- Arts, Sports and Story Telling along with Integrating AI & Tinkering (AIoT) with Pedagogy has been successfully implemented across Classes IV – VIII.
- Skill subjects and modules have been incorporated in the school. For middle school, 10 Skill Modules for Classes VI – VIII, each of 12-15 hour duration have been implemented, for secondary school, 03 Skill Subjects (AI, FMM & IT) with all the students of Classes IX & X opting for Skill Education and the Senior Secondary Wing offers FMM & AI to its students.
- Yoga classes are conducted for obese students on a weekly basis to address the physical, mental, and emotional aspects of their well-being. The students showed improvements in physical fitness, weight management, mental well-being, and adoption of healthy lifestyle habits post yoga sessions. As on date, under the obesity management Yog classes, 64 students are enrolled under the supervision of HM (Sr).
- The school initiated the system of honouring students, who have been excelling in their Art lessons, it is a great way to motivate children to keep working hard. The appreciation 'Artist of the week' has been very successful in letting children and their parents know that the artwork of our students is valued.
- The school organized a Leadership Camp in collaboration with Delhi Metropolitan Education, Noida for the students of Classes IX - XII on 26 April, 2023. The camp helped the young aspiring leaders identify their inherent skills and face the challenges in life with poise and sagacity. The reports of the camp gave insights to select the Student Council for Session 2023-24.
- Selection of Class Leaders for different positions in each class was done through voting to inculcate democratic values and a detailed charter of duties for each position was prepared to apprise them of their duties and responsibilities. The list of class leaders in various areas of class management is available on school website for perusal of students and parents.

- This mega activity for PreSchool and Pre-Primary children was an exciting five day event filled with various activities based on animals. Kids got engaged in crafting big animals and birds using techniques like tearing & pasting, earbud printing, and sponge dabbing. They also participated in a language activity where they spoke about their favorite animals. A mini-safari was held in the Montessori Courtyard showcasing different corners dedicated to pet, farm, wild, and aquatic animals. A fun filled rabbit and carrot race was held that added to the kids' enjoyment. The concluding day marked the "National Tiger Day" comprising activities like tiger bookmarks, watching informative videos, and listening to the tiger story. It was an educational and entertaining experience for the young participants. Overall, the Mega Activity provided a holistic learning experience, combining creativity, knowledge, physical activity, and appreciation for nature and wildlife.
- Embibe is a powerful adaptive learning platform that uses Artificial Intelligence (AI) to improve learning outcomes. The school has adopted Embibe, LMS for Classes VI-XII since July 2023. It is also a wonderful platform to ensure comprehensive learning for students including preparation for entrance exams after class XII, for teachers and parents to connect, communicate and collaborate at one place.

C2) Clubs

Name of the Club	Link for the activities planned	Learning Outcomes for each activity planned	No of students enrolled along with Classes
Coding	https://bbpsnoida.balbharati.org/syllabuscurriculum	To instill coding skills and develop an inclination towards coding, the coding classes for students of classes VI - VIII are conducted every Thursday. Students are exposed to software and other webapps like Makecode by Microsoft, Pictoblox and Thinkable for various activities.	VI-VIII :50 students
Aeromodelling	https://bbpsnoida.balbharati.org/syllabuscurriculum	The club is dedicated to helping the students understand year on year the workings of airplanes, flight mechanics and ultimately preparing them for the Aviation Sector. The activities conducted in the club focused on the science behind Aerodynamics, understanding the fundamentals of aeromodelling, including design principles, materials selection, and flight mechanics.	VI-VIII :30 students

		The training sessions focus on honing practical skills, such as assembling model planes, understanding flight mechanism of an aircraft and flying their model to better understand this activity. Through hands-on experiences in designing, building, and flying model aircraft, the club aims to promote teamwork, problem-solving skills, and an appreciation for the principles of aerodynamics.	
Travel and Tourism	https://bbpsnoida.balbharati.org/sylabuscurriculum	Travel and Tourism Club Engaged in the following activities. Firstly, students articulated their diverse travel experiences through 3 essays encompassing both school trips and family travels. Additionally, the club explored the future trajectory of the travel and tourism industry as a profession through a discerning video session, shedding light on the evolving prospects within the field.	VI-VIII :50 students
Handicrafts	https://bbpsnoida.balbharati.org/sylabuscurriculum	The students have done various activities in these months. They have been learning the paper mache techniques and making various kinds of artifacts and contributed their skills and talent of paper mache in the recent Day of the school as well. Apart from this they were learning 3D modelling with shilpkar and M seal , made tremendous decorative artifacts like lippan art	VI-VIII :50 students
Culinary and Baking	https://bbpsnoida.balbharati.org/sylabuscurriculum	Various activities were conducted during this period in baking club for classes VI-VIII. As per the syllabus provided by CBSE, tools and equipments used in baking were discussed with class VI students with some of the students presenting flash cards of the same in the class, aiding in identification and explanation of function of each tool. Class VII students designed a plan to sell	VI-VIII :50 students

		<p>assorted cakes while class VIII students were made aware of different types of cakes, difference between baking and roasting followed by identification of various food items through a worksheet and categorization of the same based on respective cooking methods. Children participated in these activities wholeheartedly.</p>	
Digital citizenship	<p>https://bbpsnoida.balbharati.org/syllabuscurriculum</p>	<p>In an endeavour to harness and develop the skills and knowledge to effectively use the internet and other digital technology, especially in order to participate responsibly in social and civic activities the students of class VI are provided a platform to understand about Digital Citizenship through this club. This club is designed to teach the students the basic aspects of digital citizenship. The CBSE module on Digital Citizenship is followed in the club.</p> <p>Third, fourth, fifth, sixth, seventh and eighth modules were discussed with the students in the months of October-December The students were shown videos and were indulged in various discussions and activities to make them aware about netiquette, how to act responsibly and ethically online, how to communicate online and what are digital footprints?</p>	<p>VI-VIII :Approx.50 students</p>

Data Science	https://bbpsnoida.balbharati.org/syl/labuscriculum	<p>Data Science Club is formed in school to educate the students about the Concept of Data Science and its relevance in today's world. Also to make them aware of the use of Data Science which has grown rapidly in the past few years in almost every field, including Education.</p> <p>Activities: During this period students have learned about different types data. Also learned about Big data, its volume, complexity and difficulty in processing using traditional method. They have collected data on import and export, sale of different brand of cars in our country, Health care and so on.</p>	VI-VIII :50 students
Robotics	https://bbpsnoida.balbharati.org/syl/labuscriculum	<p>To facilitate students to understand, design and learn Robotics.</p> <p>Provide interested students with opportunities to express their skills, knowledge, and creativity through conceptualizing, designing, and programming robots. Bringing latest technologies in automation and manufacturing sectors</p> <p>Firsthand experience on industrial robots for the students</p> <p>Learning with industry – driven production Requirements.</p> <ol style="list-style-type: none"> 1. introduction of Arduino Uno micro controller 2. application and pinout. 3. RGB led and pinouts. 4. 7 segment display and pinouts. 5. circuit connection explained (7 segment and RGB)using tinker cad. 	VI-VIII :30 students

Theatre	https://bbpsnoida.balbharati.org/syllabuscurriculum	<p>The objectives of Theatre Club activities are multifaceted, aiming to provide participants with a holistic and enriching experience in the world of theatre. Some key objectives include:</p> <p>Improved acting and performance skills, such as voice projection, body language, and character development.</p> <p>Enhanced creativity and imagination, such as creating original stories, scenes, or characters.</p> <p>Increased confidence and self-esteem, such as overcoming stage fright, expressing oneself, and receiving feedback.</p> <p>Strengthened communication and collaboration skills, such as listening, speaking, and working with others.</p> <p>Expanded cultural and artistic awareness, such as exploring different genres, styles, and forms of theatre.</p> <p>The Theatre Club is buzzing with creativity as students learnt role play, improvisation, and scriptwriting in the last few sessions. Level-1 students are gearing up to showcase their play, while Level-2 students are set to bring their stories to life through the lens by creating a captivating short movie. Both the performances will be showcased at the end of the session.</p>	VI-VIII :30 students
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MUN	https://bbpsnoida.balbharati.org/syllabuscurriculum	In MUN club, the students from classes 6-8 have participated and are learning report-making, speech-writing, researching and analysis, public speaking and many other skills that help in the long run. The students have showcased the powerful speech delivery during the session. Students have enjoyed the opportunity to interact with the experienced MUN members.	VI-VIII :30 students
TGIF	https://bbpsnoida.balbharati.org/syllabuscurriculum	TGIF serves as a platform for students to exhibit their talents as young writers, storytellers, elocutionists, and budding poets. Collaborating with the language department, this effort has yielded positive results, with students composing self-written poems based on popular stories, demonstrating both their comprehension of the tales and their ability to express creativity through poetry. Some of the selected stories have been send for publication to the National Book Trust.	VI-VIII :30 students
Rubik's cube	https://bbpsnoida.balbharati.org/syllabuscurriculum	Rubik's Cube is viewed as an excellent tool to develop visual and spatial analysis skills and teaches perseverance and looking actively for solutions. Rubik's cube club encourages students to actively pursue solving Rubik's Cube. Student's were explained how to solve the cube. They enjoyed it thoroughly. Students have excelled in solving the entire cube. Hence the rubik's club improves the critical thinking and problem solving skills in new age learner's.	VI-VIII :Approx.30 students

C3) Building Scientific Temperament (Mention all the activities taken up under the aegis of School Science Cub, ATL Club, School Innovation Cell etc.)

Building Scientific Temperament

(Mention all the activities taken up under the aegis of School Science Cub, ATL Club, School Innovation Cell etc.)

To enhance scientific temperament, the implementation plan follows a structured roadmap encompassing various components:

ATL Community Day

The event featured two impactful sessions: an enlightening training segment where Bal Bharati students provided hands-on experiences with various technological tools to community participants, offering practical insights into scientific concepts. The subsequent project creation session allowed community students to apply their newfound knowledge creatively, guided by their peers. With motivational words from school leaders enhancing the scientific fervor, the ATL Community Day proved to be a remarkable success. It not only provided practical exposure to technology but also instilled a profound sense of scientific curiosity and innovation within the community, promising a lasting impact on the participants' scientific mindset.

Tinkering Activities:

Students collaboratively generated diverse solutions for real-world challenges like garbage disposal, fostering divergent thinking and effective teamwork. The objective was to cultivate creativity and problem-solving skills. The focus then shifted to equipping students with tech-driven skills through an introduction to circuit designing. Using Tinkercad for digital experimentation, students developed analytical and critical thinking while enhancing teamwork and collaboration.

National Children's Science Congress

The National Children's Science Congress aims to provide a platform for young minds to showcase their scientific skills, fostering a love for science and technology. It encourages children to undertake scientific projects, conduct experiments, and present their findings, promoting experiential learning, critical thinking, and teamwork. This annual event contributes to the overall development of young scientists and nurtures a scientific temperament, empowering children to engage with real-world issues and make meaningful contributions to science and society. Students carried out product based and research based projects on topics like Testing turbidity of water and Importance of indigenous grains (Millets) for the Ecosystem.

Case Study based Learning

In fourth-grade science, students explored the Uttarkashi Silkyara Tunnel rescue case through hands-on activities with simple machines. The focus was on understanding and presenting the functions of these machines, enhancing communication skills. Aligned with cognitive and language goals, the activities included creating a flagpole pulley, constructing a catapult, testing inclined planes, exploring wedges, measuring wheel rotation, and demonstrating screws. The case study integration emphasized real-world applications, reinforcing theoretical learning. Students documented their findings in comprehensive reports and completed individual worksheets to solidify their understanding of scientific principles in practical scenarios.

Experiential Learning:

- Emphasis on hands-on activities, nature connections, and local biodiversity awareness for Class 3.
- Deeper exploration of nature, ecosystems, environmental issues, and physical sciences for Class 4.
- Incorporation of scientific inquiry, practical research projects, and real-world applications in Class 5.
- Integration of storytelling, art, and multimedia throughout the learning process.
- Teaching physical science topics like light, sound, magnetism, and electricity to students in classes 3, 4, and 5 is crucial for laying a foundational understanding of fundamental scientific concepts. Early exposure to these principles contributes to the development of critical thinking and problem-solving skills, forming the basis for future STEM education. Additionally, studying light, sound, magnetism, and electricity at a young age prepares students for more advanced scientific concepts, fostering both academic knowledge and important life skills such as observation and logical reasoning.
- Nature as a healer activity: This activity engages students in exploring various plant ingredients, prompting the students to actively participate in showcasing and discussing the healing aspects of different plants. The overarching goal is to foster critical thinking, collaborative learning, and sensory awareness among students. Importantly, the activity emphasizes the therapeutic potential of nature, connecting students with the natural world and contributing to holistic health awareness. In summary, its general role lies in integrating practical knowledge, critical thinking skills, and cultivating a deeper connection to nature within the educational experience.

Nature and Environment:

- Outdoor activities, nature walks, and local exploration.
- Virtual tours of biodiversity hotspots, oceans, rainforests, wind farms, and space stations.
- The school organized diverse activities from Classes I to XII, emphasizing wildlife conservation, particularly Project Cheetah. Initiatives included a PowerPoint presentation, crafting 'Save Cheetah' cards, making cheetah masks, and a play by students. The Wildlife Pledge Wall encouraged community involvement, while Classes VI to VIII engaged in a Cheetah Research Project and Wildlife Wisdom Quiz. Class IX displayed a board on wildlife conservation policies, and Class X participated in petition writing. Class XI screened a Cheetah Conservation Documentary, and Class XII expressed creativity through painting/poster activities. These efforts aim to instill environmental responsibility and engagement for the conservation of endangered species, promoting sustainability and biodiversity.

Critical Thinking and Curiosity Cultivation:

- Encouragement of "why" and "how" questions.
- Development of critical thinking through PISA-based critical thinking sheets.
- Presentation of Higher Order Thinking Skill questions.

Multisensory Learning:

- Engagement of multiple senses for better understanding.
- Incorporation of touch, sight, sound, smell, and taste.
- Shows like the MOBILE PLANETARIUM visually engaging experience aids better comprehension and retention, while active participation encourages curiosity and inquiry. Exploring constellations and planets within the school premises makes the subject matter relatable, fostering a

deeper appreciation for science. Overall, this initiative combines entertainment with education, contributing to a holistic approach that makes learning enjoyable and memorable for students.

Leveraging Digital Tools:

- Use of audio-visual material, presentations, mind maps, AR-VR models, virtual labs, and interactive quizzes.

Concepts through Play:

- Toy pedagogy and puppetry for gamified learning experiences.

Safety Awareness:

- Teaching basic safety rules and hygiene.

- Ensuring safe participation in scientific activities by explaining the reasons behind the rules.

Integration with Other Subjects:

- Linking science with language, art, music, ICT through integrated projects. Eg. Presentation preparation, clay modelling (clay tooth model), Model making, Creation of Circuits, DIY Anemometer, DIY Sundial etc.

Storytelling and Visualization:

- Introducing scientific concepts through storytelling.

- Enhancing understanding with visual aids, both digital and physical.

Real-World Connections:

- Relating science to everyday experiences to highlight its relevance and applicability.

Interdisciplinary Activity:

- Incorporating Chandrayaan III as an interdisciplinary activity.

This comprehensive plan aligns with the goals of the National Education Policy (NEP) 2020, emphasising critical thinking, experiential learning, and a holistic understanding of science and the environment.

School Innovation Council (SIC) : SIC becomes operational from session 2023-24.

C4) Strengthening of moral and ethical foundation (you may provide details of Awakened Citizen Program, Shlokha Recitation, Morning Assemblies etc)

<https://bbpsnoida.balbharati.org/awakened-citizen-programme/>

Assemblies for Primary wing are conducted every Thursday. The assembly includes the Prayer, News round-up, and the soul-enriching rhythm of Sanskrit Shoka Chanting. Embracing the ethos of inclusivity, the assembly resonates with national events and special days, echoing the spirit of unity. Following the footsteps of CBSE, Primary wing assemblies unfold a linguistic approach through the Bhasha Sangam concept, celebrating the rich diversity of languages in presentations that echo cultural harmony.

The school holds morning assembly for the Middle and Senior Wing every Wednesday and for the Primary wing, every Thursday. Alongwith the Prayer, round-up, Sanskrit Shloka Chanting is an integral part of the assembly. Special days and national events are covered in the assembly and students are e and enlightened about it in an innovative manner.

संस्कृत को जीवंत बनाए रखने, अधिक से अधिक छात्रों को संस्कृत से जोड़ने तथा उनमें संस्कृत शिक्षा के प्रति लगाव बढ़ाने के उद्देश्य से अध्यापकवर्ग द्वारा निर्मित विविध वीडियो के माध्यम से बाल भारती में विद्यार्थियों को प्रतिदिन शुद्ध उच्चारण व लय सहित सरल एवं लोकप्रिय संस्कृत श्लोक सिखाए जा रहे हैं |

<https://bbpsnoida.balbharati.org/video-gallery/>

C5) Cultivating entrepreneurship spirit and career awareness (Provide details of all Career Counselling Workshops, Career Fair, Internships opportunities for students of Classes XI & XII, Moulding of Entrepreneurial skills among students)

<https://bbpsnoida.balbharati.org/career-connections/#:~:text=Students%2C%20parents%20and%20teachers%20can,9811806117%20for%20any%20further%20queries>

C6) Rootedness in India

Pride in India has been ingrained in all the academic as well as non-academic activities planned. Ramayana and Mahabharat have been incorporated in the extra reading list and the content is discussed and assessed.

Pre Primary department presents Ramayana every year using puppets.

C7) Developing environmental consciousness

It is important for our students to understand and learn about green practices from across different regions of our country. Eco Club and Green School programme is an integral part of the Environment Club.

C8) Wellness Activities (Details of the activities planned for Well-being of students and creating awareness)

Month/Week/Date	Type of Activity	Objective/s	Target Group
7 April 2024	World Health Day Calendar	To understand healthy mind resides in a healthy body.	Students-P.S. to XII, Staff, Parents
12 April 2024	Health Alert on School Website 'Water an elixir of life'	To understand the importance of staying hydrated.	Students-P.S. to XII, Staff, Parents
21 June 2024	International Day of Yoga	To maintain fitness, strengthen cardiovascular system and manage stress.	Students-P.S. to XII, Staff, Parents
6 August 2024	Fun Sports Workshop or Visit to Cosco factory	To maintain fitness, keep bones and muscles strong, agile and energetic	Students-VI to X
29 August 2024	Witnessing the inaugural ceremony of Fit India Movement	To enhance positive behavior towards self and environment	Students-P.S. to XII, Staff, Parents
1– 15 September 2024	Swachhta Pakhwada	To ensure all follow personal hygiene and cleaner environment. Adopting healthy and active lifestyle to remain healthy.	Students-P.S. to XII, Staff, Parents
20 September 2024	SNF – School Safe & Nutritious Food at School by FSSAI	To equip a child with the knowledge of choosing healthy food	Students-P.S. to XII, Staff, Parents
1-4 October 2024	Health & Wellness Quiz	To highlight self-management and coping skills.	Students-Class X
September- October 2024	Poshand Maah (Nutrition Month)	To focus on right nutrition intake to generate positive energy	Students-P.S. to XII, Staff, Parents
October – Nov 2024	Yeh Diwali Alag Nirali Say No to Crackers Campaign	To bring about awareness and in depth understanding of behavioral issues	Students-P.S. to XII, Staff, Parents
1 December 2024	World AIDS Day	To enhance positive behavior, wear Red Badges	Staff Students and Parents
22 March 2024	World Water Day	To bring about awareness "Save each drop of water"	Students-P.S. to XII, Staff, Parents

25 March 2024	Safe Green Holi Campaign	To equip a child with the knowledge of choosing ways of flowers and happy holi	Students-P.S. to XII, Staff, Parents
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C9) Collaborative Activities (Collaborative activities including exchange programs etc.)

MONTH/WEEK	ACTIVITY	LEARNING OBJECTIVE	SCHOOL FOR COLLABORATION
Tuesday 05/12/2023	<p>Session: 'Peace'</p> <ul style="list-style-type: none"> - Presentation on important personalities of India and Korea who inspired us to spread peace in the world - Presentation on the location and map of our neighboring countries: Nepal, Bhutan and Bangladesh - Friendly relations and Peaceful Treaties with them - Question and answer session 	<p>The class started with a heartfelt greeting for each other. Students of Bal Bharati Public School, Noida shared short videos on Mahatma Gandhi and Mother Teresa, who have inspired the whole world with their distinct journey on the path of humility and peace. Peaceful relationships with Indian neighbors and how they are helping each other to have better trade and development were discussed. Very interesting and creative videos were shared by Korean students to give information about their leaders and their peaceful missions related to Dokdo (a group of islets in the Sea of Japan between Korean peninsula and the Japanese archipelago administered by South Korea.).</p> <p>There was a display of 'learning with joy' and 'to know more' from each other, during this joint class.</p> <p>Students from both the sides exchanged a couple of rounds of question and answer, which clearly showed their listening and</p>	<ul style="list-style-type: none"> • Students from India, ((Bal Bharati Public School, Noida) • Students from South Korea, (Wolgok Elementary School, Seoul)

		communication skills.	
Tuesday 07/11/2023	<p>'Share our Culture'</p> <ul style="list-style-type: none"> - Presentation on the location and map of each other's country and to understand the climate of both countries. - Learning about each other's traditional culture, festivals, food, costumes and practices - Question and answer session 	<p>Students of Bal Bharati Public School, Noida were attired in traditional Indian ethnic dresses like kurtas, saree, mekhala and lehenga to portray Indian culture. They shared the festivities of Navaratri and Dusshera with Korean students.</p> <p>Both the schools participated in this session with lot of enthusiasm and had curiosity to know more about each other. There was a display of 'learning with joy' during the session.</p> <p>Students appreciated each other while dialogues were exchanged on different dishes, etiquettes, dresses, instruments, etc. Korean students were overwhelmed to see the videos prepared by our students and our students enjoyed the unique and creative videos made by Korean students to present their customs and habits.</p>	<ul style="list-style-type: none"> · Students from India. (Bal Bharati Public School, Noida) · Students from South Korea. (Wolgok Elementary School, Seoul)
Tuesday 10/10/2023	<p>Introductory Session</p> <ul style="list-style-type: none"> - Introduction of 	<p>Students were able to interact with the students of Wolgok Elementary School, Seoul spontaneously and</p>	<ul style="list-style-type: none"> · Students from India.(Bal Bharati Public School,Noida) · Students from South Korea.(Wolgok Elementary School,

	<p>students</p> <ul style="list-style-type: none"> - Videos and virtual tour of each other's school - Question and answer session 	<p>freely. Both the schools participated in this session with lot of enthusiasm and had curiosity to know more about each other. There was a display of 'learning with joy' during this session. Students appreciated each other while dialogues were exchanged on school uniforms, rules followed in schools, subjects taught, co – curricular activities and sports played in schools.</p> <p>Korean students were overwhelmed to see the virtual tour of Bal Bharati Public School, Noida.</p> <p>Our students enjoyed the meaningful videos made by Korean students on their school activities.</p>	<p>Seoul)</p>
<p>Thursday 17/08/2023</p>	<p>International Literacy Day A collaboration between BBPS Noida and Aquilino Ribeiro School, Portugal was held on International Literacy Day,</p>	<p>The students shared about their reading habits and suggested to each other their favorite books through a Padlet link. The interaction paved the way to new horizons of understanding and exploring new</p>	<p>BBPS Noida and Aquilino Ribeiro School, Portugal and BBPS, Noida</p>

	<p>September 8.</p> <p>The Indian Students read out the Ruskin</p> <p>Bond book to their Portuguese friends.</p>	books.	
<p>Monday</p> <p>21/08/2023</p>	Animals	<p>Students of the class thoroughly enjoyed watching the presentation from Birla High School.</p> <p>Our learners learned about wild animals and their characteristics.</p>	<p>Interstate Collaboration with Birla High School, Kolkata</p> <p>Grade I shared their work through PPT</p>
<p>Thursday</p> <p>11/05/2023</p>	Theme: Exploring the Animal Kingdom: A Cross-Cultural Exploration"	<p>Students of both the schools, in this session explored the theme of animals and delved into various aspects related to them.</p> <p>Students of British International School also read letter sand showed the toy lion that they have made for BBPS Students.</p>	<p>1. British International School Gdansk,Poland</p> <p>2. Bal Bharati Public School, Noida, Uttar Pradesh</p>
<p>Wednesday</p> <p>19/04/2023</p>	Theme: An Insightful Dialogue of Openness	<p>This exchange allowed the students to acknowledge, understand and embrace the cultural differences induced the and celebrate diversity to become confident global citizens of the future.</p>	<p>1. Anxing Elementary School, Taiwan</p> <p>2. Bal Bharati Public School, Noida, Uttar Pradesh</p>

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C10) Community Outreach (Activities planned under the aegis of Interact Club, Swachhata Pakhwada of CBSE, Activities done in Association with NGOs)

MONTH/WEEK/D ATE	THEME	ACTIVITY/PROJECT	OBJECTIVE/S	NO. OF STUDENTS	CLASS(ES)
25 March ' 23	Healthy Millets, Healthy People	Miracle Millets – An Exhibition	Young chefs, curated recipes made of millets in the ' Tasty Party ', marking the mission of positioning India as the global hub for millets and making it ' a people's movement '.	15	VIII- XII
1 – 30 April' 23	Donate a Book, a Smile	Visit to NEM Public School	Volunteers went to NEM Public School in Sector-93, Noida, affiliated with NGO Guzarish's social initiative 'Books for all', where one can donate their old/unused books.	15	V - XII

1 - 5 May'23	Save the Environment	Miniature gardens	To harness mother nature, each class was invited to design and create a garden, using plants and saplings of their choice with the motto of 'each one plant one'	300+	I - XII
01-15 May '23	Conserving Resources	Back to School Donation drive	The school joined hands with Goonj's annual campaign "Khushiyaon Ka Recycle" to reuse and recycle previous year's stationary material or contribute new materials.	500+	I - XII
16 June, 2023	Appreciation for Law Enforcement Officials	Relationship based on trust, not on doubt	Interactive workshop was organized to honour the vision of the police force and develop an approachable relationship with general public interaction between police and the general public.	12	XI
25 th June '23	Save Our Planet	Tree Plantation Drive	A plantation drive was organized by Prasara Care Foundation and Nav Urja Sanstha, an initiative in planting over 1000 neem and peepal saplings in various parts of Noida.	150+	VI - XII

2 nd July' 23	Garbage Free India	Swacchata Pakhwada	It was aimed at promoting cleanliness, sanitation and hygiene practices across various sectors and communities.	100+	
23 July' 23	Food Donation Drive	Food donation to flood victims at Yamuna Bank	To provide immediate assistance to flood-affected individuals and families. To develop service spirit among students	1000+	X
2023-24	Awareness about Digital Skills	To equip students of good work son's with digital skills.	To provide STEM Education to all. Bridging the gender and socio economic status gap in the field of STEM education	42	-
21 August' 23	Rakhi for Soldiers	Donating handmade rakhis to our soldiers.	To develop a sense of love and respect toward the soldiers. To express gratitude and appreciation for the dedication, sacrifices, and service of the soldiers who safeguard the nation.	Pr.Sr. & Sr. Sec students	I - XII
29 August' 23	Installation Ceremony	Official installation of interact club of BBPS, Noida	Highlighting the true essence of philanthropy. To introduce students to the feeling of Service Before Self	32	VI - XII

18 August' 23	Act of Inclusivity with Acid Attack Victims	The seminar - the Acid Victims	To bring awareness about the mission & extend global help for the victims To sensitize youth about the sufferings and challenges faced by acid attack survivors.	200+	XI and XII
20 September' 23	Eco friendly Ganesha	Making Ganesha idols out of sustainable materials like clay, mud and turmeric.	To promote a sense of environmental responsibility. Establishing harmony between nature and culture and religion	Pr., Sec & Sr. Sec students	I to XII
25th September' 23	Women empowerment.	Visit to Sheroes Café(run by acid victims)	To strengthen the collective cause for inclusivity and empowerment of women.	04	X and XI
28th September' 23	Magnificent Bharat	Senior Interactors showcased a ppt on 'Magnificent Bharat' to Primary students.	To develop a deep faith in the great values inherent in our cultural heritage. To acquaint students with the characteristics of their country followed by a quiz.	10	IV and V
27th September' 23	Janmashtami - Celebration With A Nutritional Twist	Distributed 90 packets of buttermilk, apples and bananas to the less fortunate.	Promote healthy eating habits in the children of East son's school. To develop values like sharing and caring in children	4	IX and XI

29 th Nov, 2023	The World is One Family	Project: Vasudhaiva Kutumbakam	The skit presentation contributed to fostering a deeper understanding and appreciation for India's cultural richness and linguistic diversity.	08	VIII & IX
1 st Dec, 2023	Give blood, Share Life	Project Nirbhay	A comprehensive awareness drive was held to educate students about Thalassemia and Anaemia, its impact on society and emphasise the crucial need of blood donation.	15	VIII - XI
Nov'23 onwards	Care and Compassion	Aasira (an on – going project) by Alumni Interactors	The initiative aimed to engage students from underprivileged backgrounds through a festive and creative endeavour.	02	Alumni Interactors
7 th Dec, 2023	Human Rights for Older Persons- across generations	Visit to Old Age Home	The objective was to foster empathy and understanding among students and helping to recognise the importance of supporting and caring the senior citizens.	15	VIII-XI
24 th Jan, 2024	Menstrual hygiene	Workshop on menstrual hygiene and proper pad disposal	Learn to maintain hygiene, a step towards good physical health Create awareness and sensitize children about the importance of cleanliness and sanitization.	15	XI A/B/C/D

3 rd Feb, 2024	Financial Literacy to support staff of BBPS Noida	Workshop on Financial Literacy	Learn to earn and save. Knowledge of safe digital money transactions.	10	XI A/B/C/D
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C11) Co-curricular / Bal Sabha Activities (Please mention any other activity that has not been mentioned above)

NAME OF THE ACTIVITY	LINK FOR THE ACTIVITIES PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED	NO OF STUDENTS PARTICIPATED ALONG WITH CLASSES
CBSE EXPRESSION SERIES (Quarter I, II, III)	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/Report-CBSE-Expression-Series-Quarter-I-2023-24.pdf	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/Report-CBSE-Expression-Series-Quarter-I-2023-24.pdf	730 (Classes III- V)
BHARATIYA BHASHA UTSAV	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/12/Bhasha-Utsav-Report-Classes-I-V.pdf	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/12/Bhasha-Utsav-Report-Classes-I-V.pdf	1000 (approx)
CLASS PRESENTATION- EXUBERANCE	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/11/Bagless-day-October-Class-III-Report.pdf	The students performed dance sequences representing different animals while highlighting their beauty and grace and conveyed a profound message of empathy and concern for the welfare of animals. a delightful performance titled Students presented poems where they simultaneously engaged in synchronized dance moves, enhancing the visual appeal of the performance. Class presentation not only introduced these young learners to the world of poetry but also instilled in them a sense of	240 students – Class III

		creativity, confidence, and an appreciation for nature.	
INTEGRATED APPROACH – CHANDRAYAAN - 3	https://youtu.be/hoaNWff4A_w?si=rhDn5f2kY_0Q3lzx	The spirit of Chandrayaan elevated the young minds to new heights, where the students ventured beyond the textbooks. The concept of Chandrayaan was taken up in the classroom, integrating it with various subjects with clear learning outcomes. The students attempted the Chandrayaan Maha Quiz, organised by the government. Each question of the quiz, beckoned the students to probe the depths of their knowledge and curiosity.	240 students – Class III
PROJECT CHEETAH	https://drive.google.com/file/d/1gPXHSbVROmkGC_Dg	In order to raise awareness about the tragic loss of nine cheetahs and wildlife conservation among the students, the school organised number of activities. Our youngest minds of grades 1 and 2 fashioned cheetah headgears, symbolizing both creativity and a commitment to conservation. A united front emerged as students in grades 3 to 5 rallied together, taking a pledge to protect the wildlife. A visible corridor bulletin board was designated as the "Wildlife Pledge Wall" which showcased the pledge made by the teachers and the students to support cheetah conservation emphasizing actions that are practical and impactful thereby, grasping the concept of community involvement among the students.	1130 approx (Classes I-V)

LOOK, SEE, LEARN- VOCABULARY BUILDING	LOOK, SEE, LEARN.png - Google Drive	Interactive panel is used as tool to display selected words from different subjects and topics currently in progress It transforms the classroom into a vibrant arena where words leap off the screen, becoming bridges to deeper understanding and pathways to intellectual curiosity.	1130 approx (Classes I-V)
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NAME OF THE ACTIVITY	LINK FOR THE ACTIVITIES PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED	NO OF STUDENTS PARTICIPATED ALONG WITH CLASSES
DIGITAL ALBUM MAKING	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/Album-Making.pdf	To enhance and stimulate the students' creativity and artistic	02 (11 th & 12 th)
SCIENTICA- UNDERSTANDING THE NATURAL PHENOMENON	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/Scientica-Understanding-the-Natural-Phenomena.pdf	Interpreting scientific concepts designing suitable experiments	03 (8 th to 10 th)
MATHEMATICAL WIND CHIME MAKING	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/Mathematical-Windchimes.pdf		02 (9 th & 10 th)
LES CHEFS DE LA REVOLUTION FRANCAISE (ROLE)	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/activity-Leaders-of-French-Revolution_2.pdf		01 (7 th & 8 th)
SYMPOSIUM ON WORLD BOOKS AND COPYRIGHTS	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/Symposium.pdf		02 (11 th & 12 th)
SAMACHAR PATRA NIRMAAN PRATIYOGITA	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/05/%E0%A4%B8%E0%A4%AE%E0%A4%BA%E0%A4%BE%E0%A4%B0-%E0%A4%AA%E0%A4%A4%E0%A5%8D%E0%A4%B0-%E0%A4%A8%E0%A4%BF%E0%A4%B0%E0%A5%8D%E0%A4%AE%E0%A4%A3-%E0%A4%B5%E0%A5%87%E0%A4%AC%E0%A4%B8%E0%A4%BE%E0%A4%9F-%E0%A4%B9%E0%A5%87%E0%A4%A4%E0%A5%81		02 (9 th & 10 th)
TECHNO-FABLE	https://bbpsnoida.balbharati.org/wp-content/upl		02 (6 th to 8 th)
ROBOTICS VS A.I	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/HOUSE-ACTIVITY-Robotics-V s-A.I-.pdf		02 (9 th & 10 th)
JIGYASA- (Theme) : History of India	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/History-of-India-1.pdf		02 (11 th & 12 th)
Design your Financial Portfolio	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/own-portfolio-.pdf		02 (11 th & 12 th)
Ikebana Competition	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/		02 (11 th & 12 th)

	Competition-.pdf		
MAGAZINE COVER DESIGNING ON SDG GOALS	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/COVER-DESIGNING-20.pdf		02 (9th & 10th)
Inter-House Logo Design Competition	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/logo-design-competition.pdf		02 (11th & 12th)
Prakritik Tatva	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/SKT-ACTIVITY-2-2023-24-1-1.pdf		01 (6th to 8th)
Meri Drishti Mai 100 Varshon B	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/Prat.-Rules-for-website-2.pdf		01 (9th to 12th)
Kahani- Kavita Ki Jubani	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/%E0%A4%85%E0%A4%82%E0%A4%A0%E0%A5%8D%E0%A4%B8%E0%A4%A6%E0%A4%A8%E0%A5%8AF-%E0%A4%AA%E0%A5%8D%E0%A4%B0%E0%A4%A4%E0%A4%BF%E0%A5%8B%E0%A4%97%E0%A4%BF%E0%A4%A4%E0%A4%B%E0%A4%A8%E0%A4%B5%E0%A4%95%E0%A5%83%E0%A4%A4-2023-1.pdf		02 (6th to 8th)
Wrap To Win Competition	https://bbpsnoida.balbharati.org/wp-content/uploads/2023/09/Section-Wrap-to-Win-Competition.pdf		All students (9 th & 10 th)
La Narration (French)	https://docs.google.com/document/d/1NE2g1qVab2iH4JfYKmIHCKoSujsZKXW/edit?usp=drivesdk&oid=115042785807905208479&rtpof=true&sd=true		

C12) Sports Activities

Sports activities planned throughout the year	Fitness Protocols Achieved	No of students participated along with Classes	Link for the report put up on the website regarding the activity conducted
High Performance Sports Development Summer Camp	Sports specific Fitness and Physio training	250 classes PP-X	https://bbpsnoida.balbharati.org/sports/
Bal Bharati Fitness Goals	BMI, Agility Test, Speed Test, Endurance Test and Balancing Test	2275 Classes I-XII	https://bbpsnoida.balbharati.org/sports-games/
Inter Class Matches	Sportsmanship Team Building Basic Fitness exercise	450 Class IV-V	https://bbpsnoida.balbharati.org/sports/
Inter House Matches (TT, Badminton, Chess, Basketball, Cricket)	Sportsmanship Team Building Basic Fitness exercise	500 Class VI -XII	

C13) Development of skill-based activities (Refer to the CBSE curriculum <https://cbseacademic.nic.in/skill-education.html>)

NAME OF THE SKILL BASED ACTIVITIES	CLASS	NO OF STUDENTS ENROLLED ALONG WITH CLASSES	LINK OF CURRICULUM PLANNED	LEARNING OUTCOMES FOR EACH ACTIVITY PLANNED
Tribal Jewellery making	VI	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	Students will explore their creativity, experiment with designs, textures, and shapes to create distinctive and intricate pieces of jewellery.
Prayer Wheel Making Activity	VII	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	Students will gain basic knowledge of the prayers, mantras, and symbols commonly inscribed on prayer wheels.

Mask Making Activity	VIII	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	Developing creativity and artistic skills among students through the process of designing and creating masks and exploring various materials, colors, and techniques used in traditional crafts.
Video and panel discussion Video Conference Topic: Climate Change	IX	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	<p>The students actively participated in the discussion and through these discussions showed empathy towards the students of Northeast India. They creatively came up with ideas for campaigns to promote respect and tolerance for the students facing racism and discrimination.</p> <p>A good display of listening and communication skills was displayed during the session. Students of both the schools had a couple of rounds of question and answer to discuss how students can take actions to slow down climate change.</p>
Seven Sisters- Panel Discussion	XI	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	The panel discussion successfully navigated through the complex issues faced by the Seven Sisters, providing a platform for open dialogue and mutual understanding. It became evident that historical events, administrative decisions, and cultural nuances contribute to the intricate tapestry of challenges in the region.

North East State- Art And Photo Collage Activity	XII	Approx. 200	https://bbpsnoida.balbharati.org/syllabuscurriculum	Students developed a nuanced understanding of North East India's cultural diversity and heritage through the poster-making and photo collage activity. This hands-on experience will refine their artistic abilities, research skills, and ability to communicate complex themes visually. The outcome is a visually compelling portrayal that reflects cultural sensitivity and appreciation.
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C14) Support for Gifted Students/Students with Special Talents

<https://bbpsnoida.balbharati.org/wp-content/uploads/2023/07/Schedule-of-open-exams-2023-24.pdf>

1. Inter School Competitions
 2. Open Exams
 3. State and National Level Exams
- Special Classes are conducted for Aryabhata and VVM Exams

C15) Assessment for Student Development

1. The progress card of all students for school-based assessment has been redesigned.
2. The progress card is a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains as per the setting of norms, standards and guidelines for student assessment and evaluation
3. The progress card includes self-assessment, peer assessment and teacher assessment.
4. Teachers are prepared for a transformation in the assessment system.

C16) Student Needs Assessment Mechanism – Remedial Education

STUDENT NEEDS ASSESSMENT MECHANISM	NO OF STUDENTS IDENTIFIED FOR REMEDIAL CLASS	NO OF STUDENTS IDENTIFIED FOR ENRICHMENT CLASS
Formative Assessments and class observation	Classes I – III -----107	Class VI 48 Class VII 47 Class VIII 47 Class IX 43
Screening Check List	Classes IV – V -----84	Class X 12
	Classes VI – VIII----- 51	Class XI 12 CLASS XII 20
	Classes IX -X ----- 38	
	Class IX-XII----- 53	

1. Teacher Development Plan

D1) Teacher Needs Assessment & Training

TNA ACTIVITY	METHOD	EXECUTED DATE	OUTCOME
Capacity Building Programme CBSE	Self Assessment and Need Analysis meetings	Prior to the Training	Through these TNA activities and methods, leaders can gain valuable insights into teachers’ professional development needs and design targeted training programs and support services to enhance teaching effectiveness and student learning outcomes.
IT Skills	Survey through Google Form	Prior to planning	

D2) Teacher Training Schedule

TEACHER TRAINING TOPIC/ACTIVITY	PROPOSED DATE/WEEK /MONTH	TARGET GROUP	LEARNING OUTCOMES
Training on Chat GPT	May 2023	PRTs,TGTs,PGTs	Teachers learnt the use of chat GPT in preparation of question paper
Embibe training	Thrice in a year	PRTs,TGTs,PGTs	LMS learning Management System where teachers can find modules to teach the subject
Workshop arranged by Health and wellness club of School	Arranged quarterly	PRTs,TGTs,PGTs	Various issues discussed which are really helpful for managing day to day stress

D3) Classroom Observation Schedule

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Informed Supervisions	TWICE IN A TERM(PR) ONCE IN A TERM(SR)	VPL, HM(SR) HM(PR),HM(PP)	Observations reveal the type of pedagogies and instructional strategies employed by the teacher, their classroom management, student engagement, Assessment practices and Classroom environment. It was found that due to regular and frequent supervisions and monitoring, lesson delivery has improved considerably. The observations helped to improve the instructional planning.
Spontaneous Supervisions	WEEKLY(PR)	PPL,HM's & ACADEMIC COORDINATOR	
Mentoring and Monitoring	REGULARLY	VPL, HM's & ACADEMIC COORDINATOR	
Teacher Quarterly & Annual Proforma	EACH QUARTER AND ANNUAL	VPL & HM's	

SECTION – III

PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2024-25)

3.1 Vision, Mission, Values, Focus & Approach

Vision
<ul style="list-style-type: none">★ To strive for better and better, not resting on one's laurels, seek solutions- not excuses, deliver results and serve the community by providing quality education★ To instill in the children good habits and values such as truthfulness, unselfishness, self-respect, self-control, sense of duty, discipline, striving for excellence, cleanliness, civic sense, good manners, fair play, team-spirit, the dignity of labour, punctuality, independent thinking, a rational and scientific approach and a spirit of social service and harmony★ To foster pride and love for the country and its great heritage and the tradition of tolerance epitomized in the noble phrase "The whole world is one family"★ To encourage learning by providing multidisciplinary, engaging and challenging educational opportunities; thereby ensuring holistic development of the students★ To provide comprehensive education keeping in view the country's rich heritage and cultural background★ To make available opportunities for the development of the different facets of the child's personality★ To ignite deep awareness in students to embrace their strengths★ To empower students to work to the best of their potential
Mission
<ul style="list-style-type: none">★ Develop holistic personalities with virtues of moral development, cultural understanding and social awareness★ Prepare global citizens committed to constructively face challenges of an active and responsible participation in society along with its varied cultures and environmental heritage★ Inculcate life skills to cope with changes and challenges★ Nurture skills required to channelize technological dexterity and use it judiciously★ Instill sensitivity and commitment to our environment★ Impart wisdom that transforms knowledge into a meaningful initiative for a harmonious society★ Equip students to meet all challenges – social, moral, and intellectual★ Make students responsible, law abiding and enlightened citizens of a global society★ Instill among students traits of team work, empathy, patience, perseverance and respect★ Promote national identity and social justice

- ★ Foster a culture of research and innovation

Our Values

The schools focus on: -

- ★ Values of honesty, compassion, tolerance and respect for others.
- ★ Development of democratic and secular values
- ★ Respect for our country's rich and varied heritage and inculcating a sense of national pride.
- ★ Learning to contribute to humanity through co-operative efforts.
- ★ To ensure sensitivity and commitment towards environment and all beings and to make students responsible and law-abiding citizens of a global society.
- ★ Cultivating the culture of perseverance, dedication, adaptability, self-reliance and self-belief among students
- ★ Developing the 21st century skills among students

Key Strengths of the School

The will to win, the desire to succeed, the urge to reach your full potential.... These are the keys that unlock the door to excellence. Bal Bharati schools epitomize this excellence where students and teachers tread the untrodden path to achieve greater horizons in the pursuit of knowledge. Some of our key strengths are:

- ★ Quality education at an affordable cost
- ★ Best infrastructure that is upgraded periodically
- ★ Child centered approach
- ★ A well-balanced curriculum
- ★ ICT based curriculum and pedagogy with an aim to enhance the 21st Century Skills of students
- ★ Multi-Sensory Learning - supporting integrated learning, experiential learning, project-based learning, enquiry-based learning, blended learning, adaptive learning and so on.
- ★ A well-structured sports programme and infrastructure with trained coaches in a number of games
- ★ Buildings being effectively used as learning spaces in all units
- ★ Updated well-stocked libraries and audio-visual equipment in labs, classrooms and other learning spaces besides well-equipped medical rooms
- ★ Various clubs and co-curricular activities providing ample exposure to students to develop and hone skills such as critical thinking, creativity, problem-solving as well as vocational skills.

- ★ Skilled, empowered and supportive faculty to impart knowledge and positive virtues among the students, thereby helping them become responsible global citizens
- ★ An activity-oriented approach towards ensuring holistic development of students along with 100% participation
- ★ Effective usage of a variety of pedagogical strategies alongside continuous monitoring
- ★ Progressive approach towards innovation
- ★ Fostering moral development, cultural understanding and social awareness among children.
- ★ An effective model of inclusive education – ensuring equal opportunities for all students, regardless of their socio-economic background
- ★ A strong faith in international dimension and fostering bicultural exchange programmes (global outreach programmes)
- ★ A strong and positive connection with all parents and stakeholders.
- ★ Innovative techniques of teaching global citizens
- ★ Provision of continuous professional development of teachers through regular training programmes

Areas of Improvement / Focus Areas

- ★ Getting our schools NEP 2020 and NCF 2023 ready
- ★ Improving academic output
- ★ Promoting strong core values of: Commitment, Acceptance, Respect, Excellence and Strength
- ★ Development of literacy and numeracy abilities as well as innovative practices in ICT
- ★ Motivating peer-teaching and micro-teaching
- ★ Further enhancing the teacher training structure – training the teachers in all areas of NEP 2020 and NCF 2023
- ★ Promoting skill education
- ★ Developing ‘Research Skills’ among students as well as staff
- ★ Training in designing impressive portfolios, journals and presentations
- ★ Improving spoken English language skills
- ★ Enhancing the assessment structure based on the latest guidelines
- ★ Digitization of school records

3.2 Constitution of Pedagogical Plan Committee

Name	Designation	Role in PPC
	Board of Management	Initiating, Planning & Guiding
Asha Prabhakar	Principal	Initiating, Planning , Guiding & Monitoring
Anupama Motwani	Vice Principal	Initiating, Planning, Guiding & Implementation
Lovleen Kapoor	Academic coordinator	Planning , Guiding & Review
Amita Ganjoo	Headmistress Senior wing	Planning & Guiding
Vinaya Pujari	Headmistress Primary Wing	Planning & Guiding
Sarika Passi	Headmistress Pre Primary Wing	Planning & Guiding
Meena A,Dhanya P,Ruchika K,Rashi A,Deepa C,Alka R	Class Reps and Subject Coordinators	Implementation
Deepti T, Smriti S, Kamna J, Vidhi O, Neerja B, Swati C, Vibha J	Class Reps and Subject Coordinators	Implementation

3.3 PPC Meetings to Develop APP

DATE	STAKE HOLDERS CONSULTED	REMARKS
January	Academic Council, Sports Council, Principal, Vice Principal, HMs, Subject Coordinators, Class Reps, House Coordinator, HOD Sports , Exam Cell, School Councillor,	Annual Calendar-Planning , School Functions-Planning, Assessment Schedule and PTMs , Sports Calendar- Planning Counselling Sessions-Planning, Special Assemblies
February	Principal, Vice Principal, Academic Coordinator, HMs, Subject Coordinators, Class Reps	Making of Duties and Responsibilities list, Calculation of workload & timetable allotment , Developing Pedagogical plans department wise Appointment of Subject Coordinators and Work load distribution
March	Principal, Vice Principal, Academic Coordinator, HMs, Class Reps, Counselling Cell	Discussion of the Class wise Annual result Identification of weak students through data analysis , Discussion on Section Wise Promotion List,

Number of meetings to be held for implementation of plan

DATE	STAKE HOLDERS CONSULTED	REMARKS
Meetings are held Fortnightly	Academic Council, Sports Council, Vice Principal, HMs, Subject Coordinators, Class Reps, Outsourced Agencies	Implementation of Innovative Pedagogical Practices
	Vice Principal, HMs, Subject Coordinators, Class Reps, Outsourced Agencies	Implementation of Skill Classes for the students of III-VIII
	Vice Principal, Academic Coordinator, HMs, Subject Coordinators, Class Reps	Implementation of Innovative Pedagogies like recent case studies in all the subjects

		Bagless day Activities
	Academic Coordinator, HMs, Subject Coordinators, Class Reps	Enactment based on Literature chapters in Language Classes, Bagless Day Activities
	Academic Coordinator, HMs, Subject Coordinators, Class Reps	Bagless Day Activities

3.4 Pedagogical Vision

Stage	Teaching Learning Approach
Secondary Stage IX-XII	Real world Application of Knowledge Inter disciplinary Approach Focus on Critical thinking, Problem Solving Hands On Activities Specialized and In depth Subject knowledge Vocational Skill Development Collaborative approach Preparing students for higher education
Middle Stage VI-VIII	Building a strong foundation across various subject areas Fostering Critical thinking, , Creativity and Collaboration Skills Student Centred Approach Active Learning Cooperative Learning Hands On Activities Multimedia Resources Fostering Problem Solving Skills
Preparatory Stage III-V	Experiential Learning • Interdisciplinary approach (Art, sport, storytelling, toys, games, puzzles, ICT) Discovery based • Focus on Developing Language and numeracy skills • Play and activity-based teaching method
Foundation Stage PS-Class II	Child centered pedagogy Play way method • Self-paced individual learning • Multilingual approach group based learning • Focus on self-awareness & communication • Focus on development of language

3.5 Our Teaching Learning Approach

At Bal Bharati Noida, the pedagogical vision encompasses its philosophy and approach to teaching and learning. It reflects the school's beliefs, values and goals regarding student and education development. It serves as a guiding framework for decision-making, curriculum development, instructional practices and community engagement. We will focus on Student Centred Learning Holistic Education Inquiry based learning Lifelong learning Collaborative learning Culturally Responsive Teaching Innovation and Adaptation

3.6 Institutional Goals

<p>Annual Goals</p>	<p>The Annual Goals are based on vision and objectives outlined in NEP 2020 and NCF:</p> <ul style="list-style-type: none"> Holistic development Foundational Literacy and Numeracy Equity and Inclusion Multidisciplinary Learning Experiential Learning Teacher Professional Development Increased Use of Technology Environmental Consciousness Cultural and Ethical Values Continuous Assessment and Feedback
<p>Strategies</p>	<ul style="list-style-type: none"> Strategic Planning Professional Development Curriculum Alignment as per NEP 2020, NCF Differentiated Instruction Assessment and Feedback Technology Integration Parent and Community Engagement Inclusive Practices Environmental Sustainability Monitoring and Evaluation

Long Term Goals	<ul style="list-style-type: none"> ● Increased Use of technology to enhance learning outcomes. ● Make a headway in the field of NCC ● Enhancement of Sports Enrichment Programme. ● Establishing strong Alumni connect
Strategies	<ul style="list-style-type: none"> ● Technology to be incorporated through knowledge enhancement sessions in ATL and Artificial Intelligence ● Motivating students to join NCC and developing the same as a permanent feature. ● Establishing Evening Sports Academics for sports enhancement.

3.7 Coordination with Stakeholders (Inter- personal relationship with stakeholders)

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
School Management Committee	<p>Emails What's App groups Minutes of the meeting</p>	<p>All important academic and non-academic aspects of school functioning are discussed and approved. Budgets are approved . Balance sheets are approved . Staff matters are ratified.</p>	<p>Quarterly meetings Invited for major school functions Involved in school programmes as per expertise</p>
Parents	<p>School website, Emails, School Calendar, Broadcast groups, Phone calls, Personal letters and Parent Teacher Meetings, ERP, What's App groups, Official Social media handles</p>	<p>Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day and Parent teacher meetings. A parent teacher Association has been formed . The Write Ups on Various topics are invited for the the magazine. Parents' feedback is taken through mails, safety walks, PTMs, MCMs. PTA body sponsors awards for students.</p>	<p>Book Stalls during PTMs, Participation in Camp Activities, MCM , Career Fair, Investiture Ceremony, Scholar Badge Ceremony, Special day celebrations. Activities for parents during Sports day, Safety Walks</p>

Teachers	<p>IONs Ty Memos e-mails School Web Site Personal Letters Teacher Hand Book General Body Meeting Departmental Meetings What's App groups</p>	<p>Curriculum planning Pedagogical planning Curation of Innovative Calendar activities Organization of school functions Coordinating students' activities Coordinating parental engagement Staff Reps are selected to represent the staff</p>	<p>A yearly planner is drawn out at the beginning of the year defining the areas of responsibility for all the teachers. Faculty trainings as per requirement Teachers' Day Celebration & felicitation Teacher well being activities like yoga sessions, sessions on health, financial literacy modules, front office management, POCSO, etc. Superannuation felicitation staff gatherings /picnics</p>
Other Staff	<p>GBM with the Head of the institution, Emails and What's app groups.</p>	<p>Other Staff members are involved in all the School functions by rendering full support and co- operation</p>	<p>Workshops are organized for creating awareness on various social and health issues as well as English language speaking</p>
Media	<p>Teachers are entrusted with the duty of writing the report of the events held in school and ensure coverage of the same in the newspaper, social media.</p>	<p>A brief report of all school events is sent to leading English and Hindi newspapers.</p>	

3.8 Annual Planner for Pedagogical Plan for Leading Learning

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
To develop meta cognitive skills, implement NCF guidelines and enhance rubrics for the Assessment	The teachers are engaged in pedagogical innovations like Toy pedagogy, ICT driven pedagogy, Sports & Art Integration, AIoT Integration. Meta cognitive skills of teachers need to be enhanced.	To encourage teachers to enrol for workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy & to implement NEP and NCF 2023. AIoT Integrated teaching will be continued	Teachers will be encouraged to learn new digital techniques. Teachers will be encouraged to prepare rubrics for the assessment. Teachers will be encouraged to attend the CBSE course regularly to know more about NEP2020 and NCF. Modify rubrics based on usage and need. Principal Vice Principal Co-ordinators, HM's	April ,2024- March,2025	Teachers will be able to implement NEP2020 using NCF guidelines effectively. All teachers will use rubrics to determine the attainment of learning outcomes.

DESCRIPTOR 2: BUILDING AN INCLUSIVE CULTURE

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
Enhanced Sensitization of the teachers, peer group, support staff and the community to the unique needs of diverse group of learners.	Checklist to identify the students with special needs is used by the teachers .	Improve teachers' knowledge and skills in supporting students with special needs in the teaching learning process. Focus on children facing learning difficulties and utilizing data from learning	Use positive behavior and support strategies to address behavioural issues. Teachers regularly review the learning outcomes, instruction	April ,2024- March,2025	All teachers will be trained in inclusive practices. All teachers get ample opportunities to

		<p>outcomes of each child to build a student profile. It can support the learning needs of the students to make learning personalized within the classroom.</p>	<p>to support curricular goals of students. All the teachers in the school undergo training from CBSE to learn behaviour and emotional problems of the children which helps to focus on educational needs. Maintain a profile of each student. Case study of each children helps child in additional learning and designing activities to increase participation in class.</p> <p>Principal Vice Principal HM's Teachers Stake holders. Mentors Coordinators</p>		<p>upgrade their skills and are responsive to the needs of learners. All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning. Enhance engagement and value the achievement of all learners.</p>
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DESCRIPTOR 3 -DEVELOPING A LEARNING CULTURE

ACTIONABLES	STEP-1	STEP-2	STEP-3	STEP-4	STEP-5
	Where are we now as School?	What do we need to do in the coming year?	How will we achieve what we want to do? Who is responsible	What is the timeline for implementation	What will the impact look like?
Enhanced Sensitization of the teachers, peer group, support staff and the community to the unique needs of diverse group of learners.	A culture of trust and self improvement exists, but it needs to be strengthened further	Make efforts to build a strong culture of mutual self improvement and mutual respect by including all stake holders.	Seek feedback on existing practices. Analyze feedback and put it into action. Ensure that all stake holders are aware of the mission & vision of the school Principal Vice Principal HM's Teachers Stake holders. Mentors Coordinators	April ,2024- March,2025	A co-hesive work force working towards common goal of setting a learning culture of excellence

SECTION – IV

ASSESSMENT, INSIGHTS AND WAY FORWARD

4.1 Rating scale for assessing the current status of practicing pedagogical leadership for leading learning

(exercise to be carried out at the end of the academic year for which the pedagogical plan has been submitted)

Use the following rating scale to measure the current practice of the school:

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

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

Actionable 1: Ascertain the needs for professional development through collaborative practises.	1	2	3	4	5
SUB POINTS					√
● Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. co-create rubrics, checklists, rating scales with faculty).					√
● 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.				√	
Actionable 2: Creating 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.					√

<ul style="list-style-type: none"> Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs. 					√
<ul style="list-style-type: none"> Encourage teachers to enroll for online professional courses for advanced learning. 					√
<ul style="list-style-type: none"> Hold teacher seminars where best practices are shared across grade levels and subjects. 				√	
<ul style="list-style-type: none"> Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse. 					√
<ul style="list-style-type: none"> Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric. 				√	
Actionable 3:					
Promoting reflective thinking and meta cognitive thinking practices amongst the teachers					
<ul style="list-style-type: none"> Develop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy. 				√	
<ul style="list-style-type: none"> Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice. 				√	
<ul style="list-style-type: none"> Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom. 					√
<ul style="list-style-type: none"> Challenge teachers to continually examine the extent to which their practices support student learning. 				√	
Actionable 4:					
Empowering teachers to become agents of change					
<ul style="list-style-type: none"> Teachers could carry out action research 				√	
<ul style="list-style-type: none"> Believe in teachers' ability to seek and provide solutions. 					√
<ul style="list-style-type: none"> Practice distributed leadership to improve overall school systems, processes and environment. 					√
<ul style="list-style-type: none"> Create a collaborative culture in the school for teachers to work together. 				√	

● Encourage teachers to identify areas of the school where change could be brought through Action Research.				√	
● Develop teachers' capacity to undertake Action Research.				√	
● Assessment of the Professional Development Programme at school					√

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

Actionable 1: Creating a Culture of Innovation	1	2	3	4	5
● Build expertise, knowledge and necessary skills of teachers and students.					√
● Provide the freedom to explore and the time for ideas to incubate and develop.					√
● Allow flexibility and risk-taking, with no fear of judgement.					√
● Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.					√
● Promote a growth mindset where failure is seen as a stepping stone to success.					√
● Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.				√	
Actionable 2 : 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 discussions 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.					√
Actionable 3: Opportunities for student learning and innovation.					
● Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.					√
● Encourage inquiry-based learning by building critical thinking and problem-solving approach.					√
● Focus on competency building by encouraging application 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 from different fields.					√
● Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.				√	
● Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab , ATL labs and online/ digital platforms.					√

DESCRIPTOR 3: LEADING THE TEACHING-LEARNING PROCESS

Actionable 1: Developing a shared understanding of Teaching-Learning	1	2	3	4	5
● Create a common understanding that the purpose of teaching learning is to make students future-ready.					√
● Dialogue with teachers to deconstruct theories of learning.					√
● Encourage teachers to develop what good teaching and learning would look like in the classroom.				√	

● Co-construct mechanisms, with teachers, that would help evaluate classroom practices.				√	
● Create a conducive environment for learning.					√
Actionable 2: Create a conducive environment for learning					
● Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.					√
● Encourage teachers to plan lessons collaboratively.				√	
● Support teachers to undertake innovative and research based pedagogical practices to improve student learning.				√	
● Encourage students to reflect on their learning, areas of strength and development.				√	
● Create a culture that helps students to learn with joy and not fear.					√
● Provide adequate resources for students to learn.					√
● Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.					√
● Promote learning experiences outside the classroom through experiential learning.					√
Actionable 3: Encourage teachers to become reflective practitioners					
● Guide teachers on how to achieve their SMART goals.					√
● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.					√
● Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible				√	
● Demonstrate to teachers what outstanding practice looks like by co-teaching with them.				√	
● Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students.					√
Actionable 4:					

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

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Actionable 1: Creating the ‘social glue’ by building a culture of trust and self-improvement.	1	2	3	4	5
● Practice the habit of ‘understand others and seeking to be understood by others’.					√
● Encourage positivity and empathy among stakeholders.					√
● Create opportunities for staff and students’ wellbeing.					√
● Celebrate success stories with the larger school community.					√
● Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived as learning opportunities.					√
● Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.				√	
● Be a role model for teachers and students and demonstrate that a principal is a life- long learner.					√

Actionable 2: Developing policies and systems that support a culture of learning by including all stakeholders.					
● Establish an open-door policy and transparent communication amongst stakeholders.					√

<ul style="list-style-type: none"> ● Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc. 					√
<ul style="list-style-type: none"> ● Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders. 					√
<ul style="list-style-type: none"> ● Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments. 				√	
<ul style="list-style-type: none"> ● Hold students, teachers and para teachers accountable by being transparent. 				√	
<ul style="list-style-type: none"> ● Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any. 					√
<ul style="list-style-type: none"> ● Ensure decisions are backed by research and are data driven. 				√	
Actionable 3:					
Keeping students at the heart of the learning culture.					
<ul style="list-style-type: none"> ● Set high expectations for students and communicate these effectively. 				√	
<ul style="list-style-type: none"> ● Provide challenging opportunities for students to learn experientially, innovatively and collaboratively. 					√
<ul style="list-style-type: none"> ● Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles. 				√	
<ul style="list-style-type: none"> ● Encourage students to use assessment as feedback and as an opportunity to learn. 				√	
<ul style="list-style-type: none"> ● Develop students' ability to reflect on their strengths and areas of development across subjects. 				√	
<ul style="list-style-type: none"> ● Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences. 					√
<ul style="list-style-type: none"> ● Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum. 					√
Actionable 4:					
Encouraging teachers to deepen learning.					

● Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				√	
● Support and build a climate for adopting innovative instructional strategies for effective learning.				√	
● Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.					√
● Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students.				√	
● Guide teachers to utilize data for effective planning and execution of instructional plans.				√	
Actionable 5: Parents as active partners in the educational journey of their child.					
● Design innovative ways to engage parents in their child’s learning journey.				√	
● Engage parents to collaborate and participate in various school activities.					√
● Hold workshops and seminars on parenting and other relevant topics.				√	
● Invite parents to address students on their chosen careers or areas of expertise.				√	
● Create Parent Groups that work with the school principal on improving and strengthening school systems.				√	

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

Actionable 1: Creating an environment of acceptance	1	2	3	4	5
● Establish shared beliefs of respect and care.					√
● Celebrate differences as natural human diversity and treat them as an opportunity to learn.				√	
● Promote social interactions among students and with teachers.					√
● Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community.				√	

● Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.					√
Actionable 2: Formulating inclusive policies and structures					
● Build knowledge and skills to teach a diverse group of learners through continuous professional development.				√	
● Optimum utilization of material and human resources.				√	
● Enhance engagement and value the achievement of all learners.				√	
● Emphasize group processes and a problem-solving approach.				√	
● Practice distributed leadership that seeks to empower and inspire participatory decision-making.					√
Actionable 3: Adopting Inclusive teaching practices					
● Provide teachers opportunity to work in teams, share ideas and reflect on best practices. Evolve shared expectations for teachers to work together to improve learning outcomes of students.					√
● Promote improvisation, risk taking to evolve innovative strategies.				√	
● Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.				√	
● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.					√
Actionable 4 Supporting student learning					
Encourage buddy support or peer learning and child-to-child co-operation.					
● Encourage flexible grouping of students during learning.					√
● Identify gaps, plan for early intervention and individualize learning					√
● Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.					√
● Use positive behaviour and support strategies to address behaviour issues.					√

4.2 Insights after assessing the Actionable(S)

DESCRIPTOR	INSIGHTS
Engaging in teachers professional development	Develop teachers' capacity to undertake Action Research. Encourage teachers to enroll for professional courses for advanced learning.
Initiating innovations in the school	Innovation is an ongoing process. Students need to be trained further to take their ideas forward. Encourage and support teachers to try out new ideas.
Leading the teaching learning process	Collaborate with different schools, locally, nationally and globally. Promote learning experience outside the Classroom through experiential learning.
Developing a learning culture	Encourage students to use assessments as feedback. Inculcate 21 st century skills and develop an ecosystem of Innovation.
Building a culture of inclusion	Enhance engagement and value the achievement of all learners Emphasize group processes and a problem solving approach,

4.3 Whole School Rubrics

WHOLE SCHOOL RUBRICS					
ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.

		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement / future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.
ORGANISATIONAL STRUCTURES		Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student	Current organizational structures are being examined and options are developed and analyzed to identify structures that will better support student learning.	Flexible organizational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.

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