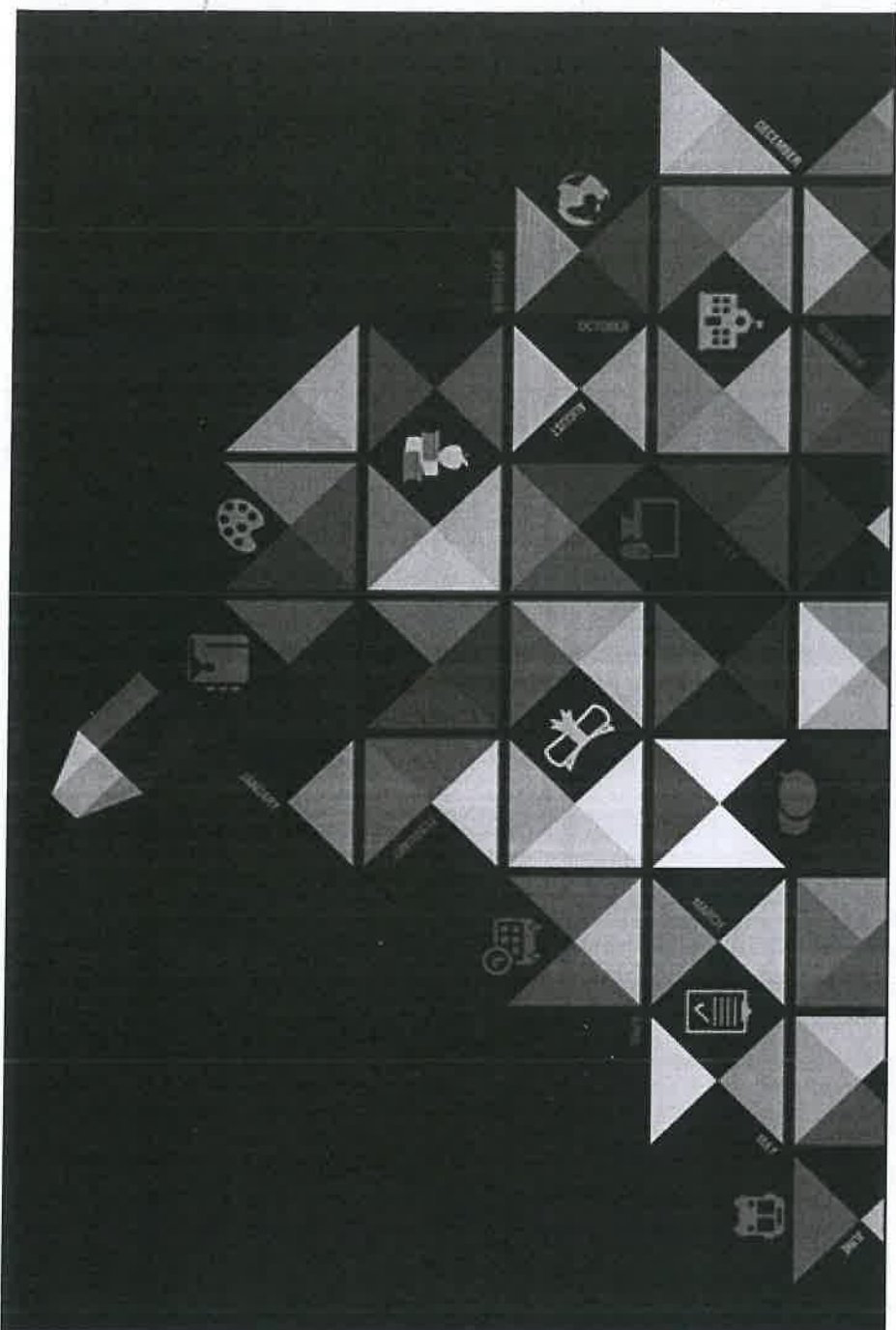


HELIOS INTERNATIONAL SCHOOL

PEDAGOGICAL REPORT

ACADEMIC YEAR 2026-27



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

This form has the following parts:

- **School Information**
- **Projection of the Annual Pedagogical Plan**
- **Section 1 (2025-2026): Reflections from the past year**
Assessment, Insights and way forward
- **Section 2 (2026-2027): Plan for the current year**
 - (A) School Essentials
 - (B) Curriculum Planning
 - (C) Student Development Plan
 - (D) Teacher Development Plan
- **Section 3 (2026-2027): Annual Planner for Leading Learning Process**

1) SCHOOL DETAILS

- i) School Name: **HELIOS International school CBSE Board**
ii) Complete Address with Phone number(s): **S. NO 7/1B/27BWadgaon Bk Sun City Road, Next to Sun Empire II, Anand Nagar, Sinhagad Road, Pune, Maharashtra 411051**

iii) Mobile No's: **8530200910**

iv) Email ID: **info@heliosedu.in**

v) Website link: **www.heliosedu.in**

vi) Name of the Principal/ HOS: **Mrs. Divya Puri**

a) Contact No. : **+91 02069506000**

b) Email ID: **principal@heliosedu.in**

vii) School Details: Year of Affiliation- 2024: **01/04/2024 to 31/03/2029**

Affiliation No.: **1131367**

School Code: **31356**

viii) Type of School (Please tick the correct option):

- 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? **YES**
- ix) School Quality Accreditation Details (if any): - **SQAAF Submitted**

PROJECTION OF THE ANNUAL PEDAGOGICAL PLAN (2026-2027)

Vision, Mission, Values, Focus & Approach

2] BASIC INFORMATION OF THE SCHOOL

Helios International, located at Sun City Road is a proposed CBSE board school with holistic and hands-on knowledge like no other school in the country. Through Helios, we wish to provide knowledge, training, and development that will engage and evoke your children's curiosity and talents to prepare, shape, and nurture a brighter future.

This latest project has been founded by Mittal Group founder and visionary; Sh. Naresh Mittal who has always sought to bring about change and development in society. With the word "sun" being used in so many award-winning projects by Mittal Group, he now wishes to bring this legacy to the education sector in the country.

Helios International school was established in 2022 for Grades Pre-primary to VII.

Helios International School is a CBSE Affiliated school.

School Timing (for Academic Year 2026-27)

Grade I to V : 9:00 am to 2:45 pm.

Grade VI to X: 7:50 am to 2:45 pm.

2.2 Awards and Achievement of School

1. Mimamsa School Awards 2024 – Awarded to the school for excellence in co-curricular programming in Pune.



2. Times Education Icon 2024 – Recognised the school for outstanding academic excellence and learner-focused practices.
3. Trinity Football Tournament 2024–25 – The school won the Under-12 category in an inter-school football championship.
4. Maharashtra School Merit Awards 2024–25 – Honoured the school for advancing digital learning and tech-integrated classrooms.
5. Udyojakta Puraskar 2025 – Awarded to the school for entrepreneurial leadership and strategic growth.
6. Phoenix Speed Skating Championship 2025 – The school received accolades for students’ exceptional regional skating performance.
7. Swami Vivekananda Award 2025 – Bestowed on Mrs. Divya Puri for visionary educational leadership and student mentorship.

- 8.** Swami Vivekananda National Principals Award 2025 – Conferred to the school for nurturing life skills and ethical leadership in students.
- 9.** Mimansa School Awards 2024 – Awarded to the school for excellence in co-curricular programming in Pune.
- 10.** Times Education Icon 2024 – Recognised the school for outstanding academic excellence and learner-focused practices.
- 11.** Trinity Football Tournament 2024–25 – The school won the Under-12 category in an inter-school football championship.
- 12.** Maharashtra School Merit Awards 2024–25 – Honoured the school for advancing digital learning and tech-integrated classrooms.
- 13.** Udyojakta Puraskar 2025 – Awarded to the school for entrepreneurial leadership and strategic growth.
- 14.** Phoenix Speed Skating Championship 2025 – The school received accolades for students' exceptional regional skating performance.
- 15.** Swami Vivekananda Award 2025 – Bestowed on Mrs. Divya Puri for visionary educational leadership and student mentorship.

- 16.** Swami Vivekananda National Principals Award 2025 – Conferred to the school for nurturing life skills and ethical leadership in students.

31 VISION, MISSION, 7 H's FOCUS OF THE SCHOOL

3.1 Vision

To nurture young minds to become the innovators, leaders, and change-makers of the future through transformative learning

3.2 Mission

To empower students with holistic education, fostering academic excellence, inspiring a love for lifelong learning, and equipping them with the skills, values, and mindset needed to thrive in a dynamic world and making them compassionate global citizens"

MISSION	ACTION PLAN
<u>State of the Art Infrastructure</u> To provide state of the art and infrastructure for experiential learning activities including games & sports	<u>Following works to be taken up –</u> ❖ Upgradation of the art classrooms & activity areas. ❖ Upgradation Football court

Focus on Academic Excellence

To deliver a high-quality education that prioritizes academic rigor, equipping students with knowledge and competencies necessary to succeed in a dynamic world.

- ❖ Regular faculty meetings to discuss changes in curriculum as per CBSE/State guidelines.
- ❖ Clear and consistent communication with parents on curriculum design & expectations (Orientations & circulars)
- ❖ Differentiated instruction methods to cater to students of multiple intelligences.
- ❖ Detailed result analysis (class wise, section wise & subject wise) specially for classes III, V, VIII and IX.
- ❖ Maintaining anecdotal records of students through collective inputs of all subject teachers.
- ❖ Early identification of students needing support.
- ❖ Well-designed remediation programme with impact analysis after I term. Ø Constructive parental engagement for academic excellence
- ❖ Design mechanism to collect students' feedback on teaching learning process and use it for improvement.
- ❖ Focus on uplifting academic excellence in Mathematics for all grades.
- ❖ Introduction of Olympiad Math till Gr 5
- ❖ Reading program to develop LSRW skills

Trust on Employability Skills

To embed skill- based education, entrepreneurship and vocational training into the curriculum, equipping students with practical knowledge and the requisite skills.

- ❖ ED-TALKS (Expert) talks on new opportunities and career guidance meets IX & X.
- ❖ CBSE Skill modules/Courses for classes VI- VIII ensuring that each child is proficient in three basic skills before promotion to secondary department.
- ❖ Assessment & review of skill courses annually
- ❖ SEWA project for class IX & X with 100% participation of students.
- ❖ Strengthening activities of Entrepreneurship Cell.

Enhanced engagement with NASA activities for students.

Staff Empowerment & Engagement

To empower, staff members to be caring teachers, competent educators and collaborative professional leaders.

- ❖ Ascertain the needs for professional development through collaborative practices.
- ❖ Engage in a dialogue with individual teachers to identify individual needs and the way forward.
- ❖ Strengthen subject-wise committees for feedback on current knowledge and skills of teachers and identify specific needs of the faculty.
- ❖ Create opportunities for continuous and comprehensive professional learning.
- ❖ Promote reflective thinking and meta-cognitive thinking practices among teachers.
- ❖ Create mechanisms such as proformas checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.
- ❖ Challenge teachers to continually examine the extent to which their practices support and student learning.
- ❖ Empower teachers to become agents of change.

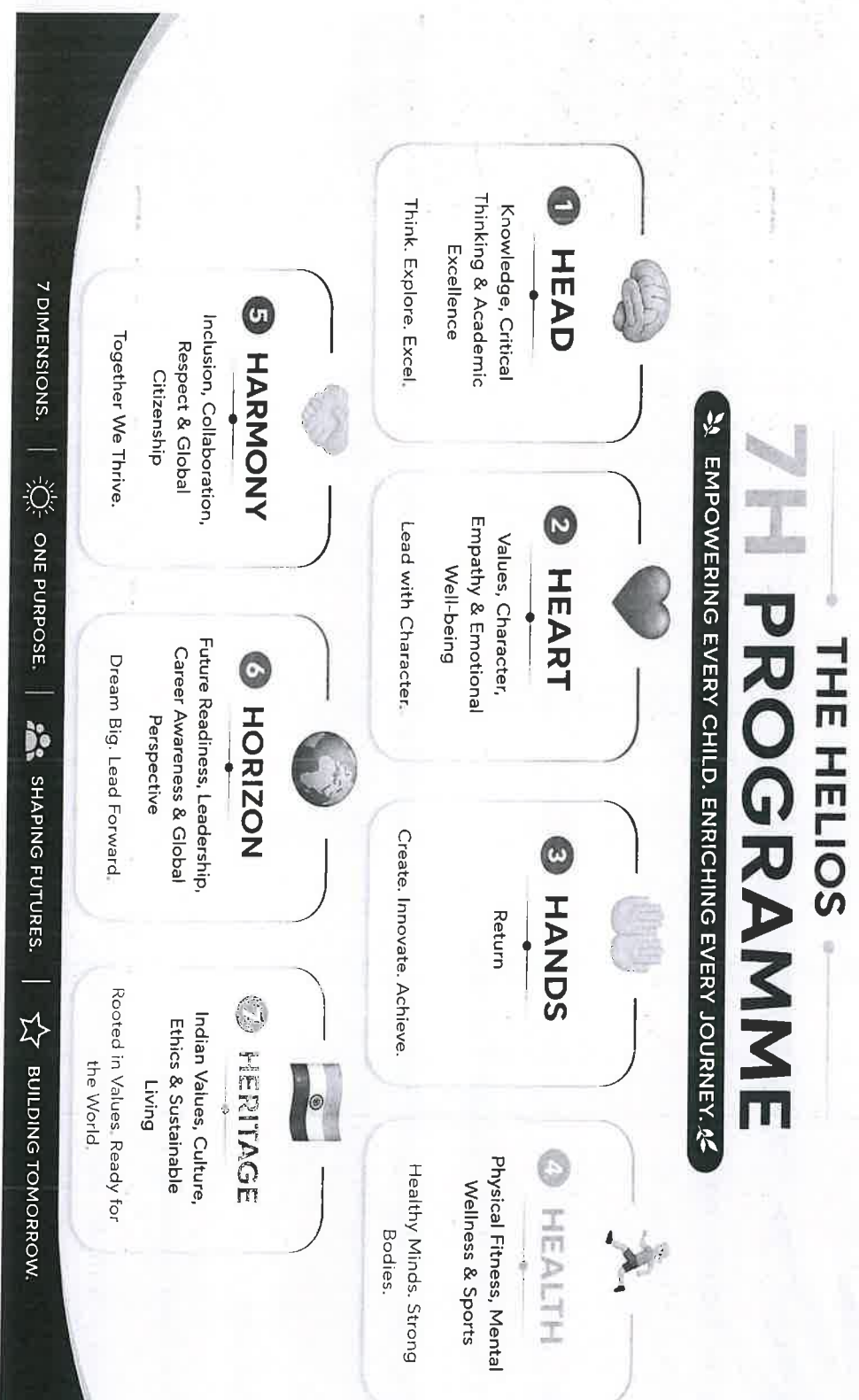
Constructive Parental Engagement

To engage parents as active & informed partners in the educational journey of their child.

- ❖ Design innovative ways to engage parents in their child's learning journey.
- ❖ Enhance engagement of parents to collaborate and participate in various school activities.

- | | |
|--|--|
| | <ul style="list-style-type: none">❖ Hold frequent workshops and seminars on parenting and other relevant topics.❖ Invite parents to address students on their chosen careers or areas of expertise.❖ Create parent Ambassadors/Groups that work with the school authorities on improving and strengthening school systems.❖ Devise mechanism to collect parents' feedback & use the same as feed forward. |
|--|--|

3.3 7H Program:



The Helios 7H Programme – Pedagogical Framework

The Helios 7H Programme is the school's holistic educational framework designed to nurture every child academically, emotionally, physically, socially, culturally and as a responsible global citizen. The programme goes beyond academic



achievement and focuses on developing well-rounded individuals equipped with the knowledge, values, skills and perspectives required for the future.

1. HEAD – Knowledge, Thinking & Academic Excellence

The “Head” dimension focuses on developing strong academic foundations, critical thinking, creativity, curiosity and problem-solving abilities. Students are encouraged to think independently, explore concepts deeply and apply their learning to real-life situations.

Focus: Think. Explore. Excel.

2. HEART – Values, Character & Emotional Well-being

“Heart” nurtures empathy, compassion, integrity, respect, confidence and emotional well-being. Through classroom experiences, value education and meaningful interactions, students learn to understand themselves and others and develop strong character.

Focus: Lead with Character.

3. HANDS – Creativity, Innovation & Action

The “Hands” dimension promotes learning by doing. Students are encouraged to create, experiment, innovate, collaborate and turn their ideas into meaningful action. Experiential learning, projects and practical activities provide opportunities to develop these skills.

Focus: Create. Innovate. Achieve.

4. HEALTH – Physical Fitness, Mental Wellness & Sports

“Health” focuses on developing healthy and active lifestyles. Physical education, sports, fitness activities, wellness initiatives and awareness of mental health help students understand the importance of caring for both their body and mind.

Focus: Healthy Minds. Strong Bodies.

5. HARMONY – Inclusion, Collaboration, Respect & Global Citizenship

“Harmony” promotes an inclusive and respectful school environment where every child feels valued and supported. Students develop collaboration, communication, mutual respect and an understanding of diversity, preparing them to contribute positively to society.

Focus: Together We Thrive.

6. HORIZON – Future Readiness & Global Perspective

“Horizon” prepares students for an evolving world. The focus is on leadership, career awareness, future-ready skills, technology, global perspectives and the ability to adapt to change. Students are encouraged to dream big and develop the confidence to pursue their aspirations.

Focus: Dream Big. Lead Forward.

7. HERITAGE – Indian Values, Culture, Ethics & Sustainability

“Heritage” connects students with India’s rich cultural heritage, traditions, values and ethical principles while developing respect for diversity and the environment. Students learn to appreciate their roots while becoming responsible citizens committed to sustainable living.

Focus: Rooted in Values. Ready for the World.

Overall Pedagogical Vision

The 7H Programme brings these seven dimensions together to create a balanced approach to education:

HEAD → HEART → HANDS → HEALTH → HARMONY → HORIZON → HERITAGE

It reflects the Helios vision of “Empowering Every Child, Enriching Every Journey” by ensuring that education is not limited to academic learning but contributes to the development of the whole child.

3.4 Focus

- Every child is unique and nurtured holistically at Helios International School.
- Focus on values: honour, faith, excellence, and Indian culture with a modern outlook.
- Encourages discipline, good habits, life skills, and a sense of belonging.
- Provides a happy, safe, and dynamic environment for overall development.
- Committed to meeting individual student needs through diverse learning experiences.
- Promotes honesty, responsibility, and social awareness.

Focus Areas

- Academic excellence
- NEP & FLN implementation
- Skill development & design thinking
- Teacher empowerment & safe use of technology
- Student voice, real-world learning & problem-solving
- Mindfulness and happiness

Areas of Improvement (Aligned with NEP)

Following areas needs improvement:

- ☐ Strengthening inclusive practices to ensure equitable learning opportunities for all learners
- ☐ Expanding vocational education and integrating skill-based learning across grades
- ☐ Implementing differentiated instruction to address diverse learning needs and abilities
- ☐ Promoting personalized learning pathways for holistic student development
- ☐ Adopting flexible and competency-based assessment practices
- ☐ Utilizing assessment as a continuous feedback mechanism to enhance learning outcomes
- ☐ Fostering a culture of innovation, creativity, and awareness of intellectual property rights (IPR), including copyright and patents

4] CULTURE OF THE SCHOOL, KEY STRENGTH OF THE SCHOOL

4.1 Culture of the School

The school takes sincere efforts to do its best for children and we endeavour to create a caring environment, within which each child is regarded as an individual and valued for his/her own unique qualities. We wish that the child is happy, secure, relaxed and confident in his/her interaction with people, ideas & environment and is encouraged & helped to achieve the best of his/her ability throughout the learning experiences.

We strive to keep parents informed as fully as possible about their child's progress and achievements. Students are encouraged to participate in different fields & extra-curricular activities, various inter- school and inter-class competitions.

The education system in our school aims at helping students in understanding the facts by working hands-on, applying simpler & investigative learning way so as to arouse interest & develop better understanding in their subject.

We ensure that students are socially conscious. Various environment protection activities are taken up by school which involves active participation by students. The innovative thoughts make the children ready for 'out-of -box' thinking and also helps in developing their all-round personalities.

4.2 Key Strength of the School

- i. Quality Teaching Staff
- ii. Safe and Supportive Environment
- iii. Effective Leadership
- iv. Parental Involvement
- v. Student Engagement
- vi. Student's details and Staff details Quality Infrastructure
- vii. High Academic Standards
- viii. Community Partnerships
- ix. Inclusive Policies
- x. Strong Parent-School Communication

5| STAFF AND STUDENT DETAILS

5.1 Student Details

Sr. No.	Academic Year	Form Level	Form Class Name	Student Count
1	2025-26	3	Nursery	65
2	2025-26	3	Jr KG	109
3	2025-26	3	Sr KG	117
4	2025-26	4	I	142
5	2025-26	5	II	142
6	2025-26	6	III	142
7	2025-26	7	IV	140
8	2025-26	8	V	133
9	2025-26	9	VI	144
10	2025-26	10	VII	111
11	2025-26	11	VIII	108
12	2025-26	12	IX	95
13	2025-26	13	X	74
	Total			1,522

5.2 Staff Details(Ms. Apeksha will be giving)

SR NO	INFORMATION	DETAILS
1	PRINCIPAL	01
2	TOTAL NUMBER OF TEACHERS	80
	Male:	2
	Female:	78
	TGT Sections	34
	PRT Sections	27
	NTT Sections	16
	PTI	7
	PET	3
	OTHER TEACHING STAFF	
	VPs	
	Special Educator	1
	School Counsellor	1
	OTHER NON-TEACHING STAFF	
	Male:	3
	Female:	9
3	TEACHER SECTION RATIO	PRT – 1:1.5 TGT – 1:1.5 NTT – 1:1.5



6] PEDAGOGICAL PLAN COMMITTEE

Pedagogical Vision

Vision and Approach

- We aim to nurture the inherent potential of every child and provide quality education focused on the holistic development of head, heart, and hand.
- Students are equipped with 21st-century skills to become responsible global citizens rooted in Indian culture.

Pedagogical Focus

- Interdisciplinary learning
- Collaborative learning
- Global awareness and internationalism
- Inclusivity
- Experiential learning
- Differentiated teaching to address diverse needs
- Multiple and flexible assessment methods

Teaching–Learning Approach (NEP Aligned)

- Based on principles of constructivism, collaboration, inquiry, reflection, and integration
- Focus on competency-based and learner-centered education
- Stage-appropriate teaching–learning practices followed across all grades
- Encourages critical thinking, creativity, and real-world application of knowledge

Stage	Teaching Learning Approach
Secondary Stage IX-X	• Multidisciplinary Education • Focus on critical thinking, flexibility and choice of subjects.
Middle Stage VI-VIII	• Student driven approach • Subject specific expertise • Skill Development • Inquiry based
Preparatory Stage III-V	• Experiential Learning • Interdisciplinary art/sport integrated • Discovery based • Focus on Developing Language and numeracy skills Play and activity-based teaching method
Foundation Stage PP- Class II	• Play way method • Self-paced individual learning • Social group-based learning • Focus on self-awareness & communication • Focus on development of language skills

Annual Goals	● Implementation of NEP 2020 & NCF 2022 (foundational stage) & NCFSE 2023 ● Excellence in academics and co-curricular domains ● Enrichment of Teaching Learning Process (TLP) through Differentiated Teaching & Personalized Teaching strategies ● Enhancing TLP through use of Generative AI tools ● Developing a culture of Innovation ● Focusing on Teacher Empowerment to groom teachers as agents of change ● Strengthening Community Connect and enhance Parental Engagement ● Developing an inclusive & equitable culture
Strategies	● Teacher capacity building on NCF 2022 & NCFSE 2023 ● Early identification and structured remedial plan for weak students ● Narrow band teaching, Practice, Regular assessment & Constructive feedback to students ● Use of Imbibe & Extra marks LMS ● Use of ICT tools for recaps & continuous assessment ● Teacher training on use of AI tools for content generation, assessment & administrative work ● Innovative activities through School Innovation cell, ATL, AI club, Robotic club, Entrepreneurship club ● Continuous teacher capacity building programmes, self & peer mentoring and collaborative learning ● Greater visibility through Care & connect and branding initiatives ● Enhancing support to CWSN through greater involvement in non-academic activities

Constitution of Pedagogical Plan Committee

Institutional Goals	• Infrastructure developments to create state of the art Labs, Libraries & Activity rooms • Introduce vocational subject (s) • Embrace technological advancements to enhance learning outcomes of students • Use technology to enhance teaching learning of visual & performing arts • Polarize Bhartiya games • Focus on greater participation of girls in games & sports • Active and positive engagement of school Alumni
Long Term Goals	
Strategies	• Teacher capacity building in use of ICT for enhancing learning outcomes • Training of visual & performing art teachers for use of technology in their respective subjects • Appointment of full day coaches, enhancing supervision & accountability of sports faculty. • Work on increasing the database of Alumni & establish the missing connect with the first few pass out batches

PPC Meetings to Develop APP

DATE	STAKEHOLDERS CONSULTED	REMARKS
January 2025	- Principal - Coordinators - Sports Incharge - Academic Council	- Planning of the yearlong calendar of activities - co-curricular & club activities, interschool prog. - Framing the assessment schedule & PTMs - Planning of School functions - Chalking calendar of Sports Activities - Drawing the schedule of thematic Morning Assemblies
March 2025	- Principal - Coordinator - Teachers - Special educator - School Counselor - HOD's	- Discussion of the class wise Annual result - Identification of weak students through data analysis - Planning remediation for coming session
February 2025	- Principal - Time Table Committee - HOD's	- Planning the constitution of different sub committees, appointment of convenors, coordinators & Incharges - Framing the staff duty list - Calculation of workload & timetable allotment - Developing Pedagogical plans department wise (Ex. Art Education, Theatre, MASP, usage of tabs, developing integrated approach in teaching).

Mrs. Divya Puri	Principal	Initiating, Planning, Guiding & Monitoring
Mrs. Lily Patel	CEO	Initiating, Planning & Guiding
Ms. Neha Lohot	Coordinator (Secondary)	Planning & Guiding
Ms. Rakhi Tanawade	Coordinator (Primary)	Planning & Guiding
Ms. Kadambari Bhandari	Coordinator (Pre Primary)	Planning & Guiding
All Subjects	HOD's	Planning, Guiding & Execution
Name	Designation	Role in PPC
	Board of Management	Initiating, Planning & Guiding

7] STAKEHOLDERS, STATUTORY AND REGULATORY BODIES

Number of meetings to be held for implementation of plan (ONE MEETING TO BE HELD EVERY QUARTER):

DATE	STAKEHOLDERS CONSULTED	REMARKS
Meetings Held once Fortnightly	Academic Council	Monitor the execution of pedagogical plans as per guidelines.
	• Sports Council • Principal • Coordinator- Secondary • Coordinator- Primary • Coordinator- Pre primary • Coordinator- Sports • Examination In charge • Time Table Committee • HOD's • Special educator • School Counselor	• Subject specific areas of improvement as per observations made by HOD's • Implementation and review of planning as per guidelines received from CBSE, DOE, Academic council and Advisory council (CES)

Coordination with Stakeholders (Inter- personal relationship with stakeholders)

		• Parents are members of Safety & Security Committee	
FACULTY/ STAFF	General Body Meetings • Departmental Meetings • Faculty Meetings • Meeting of Class Coordinators • Meetings of Convenors of Committees • Teachers' Handbook • Personal Letters	• Curriculum planning • Pedagogical planning • Curation of Innovative Calendar activities • Organization of school functions • Coordinating students' activities • Coordinating parental engagement	• Duty roster for session • 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, POSCO, POSCH etc. • Superannuation felicitation • Staff gatherings /picnics • CES award ceremony
STUDENTS	• School website, • Class WhatsApp groups • Official Facebook/Instagram/ twitter page • School email,	• Classroom Helpers • Art & Craft Activities • Storytelling & Puppet shows • School Events • Clubs & Societies • Student Council	• Regular Classroom Interaction • School assemblies • Teacher Talk • Events & special days of celebration • Intra class & Inter House activities • Modules/videos on Interactive



	• School calendar • School almanac	• Volunteer Work • Sports & Games • Cultural Events	Panel • Class room discussions
--	---	---	--

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
School Managing Committee	• Email • Minutes of Meetings	• 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	• Quarterly meetings • Invited for major school functions • Involved in school programmes as per expertise

Parents			
	• School website, • Official Facebook/Instagram/ • School email, • School calendar • School almanac • Phone calls • SMS • Personal letters • PTMs. • School Diary	• Parents are allowed to meet the Principal/Coordinator with a prior appointment. • Parents are invited to attend school functions like Annual Day, Grandparents Day, etc. • Parents give feedback for improvement after attending skill development programmes (2 parents per session) • Parents escort students for out of school activities. • Parents act as resource persons for counseling sessions or as subject experts based on their expertise. • Parents act as judges for intra & inter school competitions as per expertise. • PTA Executive Body functions as per norms	• Regular PTMs • Quarterly PTA executive body meetings • Fun games / Ramp walks for parents and grandparents • Grandparent' Day celebration • Mothers' Day celebration • Monthly Safety walks

	• Phone calls • SMS • Personal letters • PTMs.	• Student Ambassadors • School Magazine • Science Fairs & Exhibitions • Environmental Initiatives	• Sports activities
CBSE	• Email communication through CBSE Shiksha Id • Letters • Telephonic conversation • Personal interaction with concerned officials	• CBSE Coordinators for Classes X and XII are directly involved with CBSE related work. • All staff members get involved in CBSE activities and assessments as per schedule.	• SSCE & SSE Examination Centre • SSCE Chemistry evaluation center • Student activities • CBSE Ganit Challenge • CBSE Reading Challenge • CBSE Budding Author
	•	•	
NPSC	• Emails	• School, staff and students are actively involved in activities and programmes curated by NPSC	• NPSC Annual Conference • NPSC training sessions for staff • NPSC UNIC • Collaborative activities • Donation Drive • Clean Diwali Campaign

8] SCHOOL ACADEMIC PERFORMANCE AY 2025-26 (SECTION 1)

Annual Performance

8.1 Term I

Grade	Rank	Student Name	Percentage
IA	1	Kavya Anup Gadekar	98.00 %
ID	2	Veera Sachinkumar Khot	97.67 %
ID	3	Avneesh Gomtesh Magdum	96.83 %
II A	1	Saumitra Swapnil Vidhate	98.17 %
II A	2	Samiha Chinmay Godbole	96.17 %
II C	3	Anika Sujit Joshi	95.83 %
III D	1	Ritvik Vikram Basantani	96.17 %
III B	2	Advika Vijayanand Lokhande	95.17 %
III B	3	Ovi Samir Awale	94.33 %
IV B	1	Anvi Sandeep Dhapte	95.67 %

IV A	2	Divisha Vishnu Athavale	95.50 %
IV A	2	Riya Shriniwas Dayama	95.50 %
IV B	3	Jiya Prafulla Kalekar	94.50 %
V B	1	Shaurya Yogesh Mali	97.83 %
V D	2	Mahi Vaibhav Kawale	97.00 %
V B	3	Spruha Sachin Patil	96.33 %
VI A	1	Divyanshi Bhushan Rane	97.25 %
VI B	2	Miheer Mandar Dabhadkar	96.50 %
VI A	3	Spruha Harshavardhan Ranade	96.12 %
VI D	3	Swara Yashwant Chopade	96.12 %
VII C	1	Palak Jitender Rander	95.00 %
VII B	2	Shubhra Avinash Murkute	93.38 %
VII A	3	Sparsh Bipin Patil	92.00 %
VIII B	1	Agriya Gupta	94.88 %
VIII B	2	Jidnyasa Ashish Mhamane	93.62 %

VIII B	3	Avantika Singh	93.38 %
IX A	1	Mayank Sachin Shah	96.00 %
IX B	2	Aadya Rohan Unune	92.83 %
IX C	3	Swara Nitin Gaikwad	91.17 %

8.2 Term II

Grade	Rank	Student Name	Percentage
IA	1	Kavya Anup Gadekar	98.67 %
ID	2	Avneesh Gomtesh Magdum	98.17 %
IC	3	Adhiraj Amar Patil	98.00 %
ID	3	Veera Sachinkumar Khot	98.00 %
II A	1	Saumitra Swapnil Vidhate	98.33 %
II C	2	Anika Sujit Joshi	98.00 %
II A	3	Samiha Chinmay Godbole	97.17 %
III B	1	Aditya Ashish Sangare	98.00 %
III B	1	Ovi Samir Awale	98.00 %

III D	2	Ritvik Vikram Basantani	97.50 %
III C	3	Advika Vijayanand Lokhande	96.50 %
IV B	1	Anvi Sandeep Dhapte	98.00 %
IV A	2	Atharv Aniruddh Pawar	97.00 %
IV B	2	Jiya Prafulla Kalekar	97.00 %
IV A	3	Riya Shriniwas Dayama	96.33 %
IV C	3	Evaan Mayur Gandhi	96.33 %
VB	1	Shaurya Yogesh Mali	98.33 %
VD	2	Mahi Vaibhav Kawale	98.00 %
VB	3	Spruha Sachin Patil	96.33 %
VI A	1	Spruha Harshavardhan Ranade	98.25 %
VI A	2	Divyanshi Bhushan Rane	98.00 %
VI D	3	Sanvi Prathamesh Baji	97.75 %
VII B	1	Shubhra Avinash Murkute	97.00 %
VII A	2	Sparsh Bipin Patil	96.75 %

VII A	3	Daksh Venkat nageshrao Komarashetty	94.50 %
VIII A	1	Anushka Amarjit Panhalkar	95.00%
VIII B	2	Reyansh Abhijit Nanavare	94.00 %
VIII B	3	Jidnyasa Ashish Mhamane	93.88 %
IX A	1	Mayank Sachin Shah	93.67 %
IX C	2	Mrudani Atul Herlekar	93.00 %
IX C	3	Keva Ketan Joshi	92.33 %

8.3 REFLECTIONS FROM THE YEAR (2025-26)

AS PER SCHOOL RECORDS:

Number of Students on Roll (Class-wise) 2025-26:

CLASS	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of Sections	4	4	3	3	3	3	3	3	3	2
Students on Roll	143	142	135	135	133	135	111	108	95	75

8.4 School Academic Performance:

Pass Percentage during the last Academic Session (2025-26):

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE
I	142	142	100
II	142	142	100
III	142	142	100
IV	140	140	100
V	133	133	100
VI	144	144	100
VII	111	111	100
VIII	108	108	100
IX	95	95	100
X	74	74	100

8.5 Board Examination at a Glance 2025-2026

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTAGE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 90% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 80% TO 90%	SPECIAL REMARKS (IF ANY)
X	74	74	100	18	55	All passed

8.6 Best Practices at Helios International School



Stage / Grades	Pedagogical Focus	Best Practices at Helios International School	Learning Experiences / Strategies	Assessment & Progress Monitoring
Pre-Primary	Play, exploration, discovery and holistic development	• Play-based and activity-based learning • Panchakosha Vikas approach • Learning through stories, music, movement and sensory experiences • Developmentally appropriate classroom practices	• Toy-based learning • Rhymes, storytelling and role play • Sand, water, clay and sensory activities • Art, music and movement • Nature walks and observation • Manipulatives and learning corners • Circle-time conversations • Fine- and gross-motor activities	• Continuous observation • Anecdotal records • Developmental milestones • Portfolio of student work • Oral interaction and activity-based assessment • Individual progress tracking
Foundational Stage – Grades I–II	Playful, interactive and foundational learning	• Strong emphasis on Foundational Literacy and Numeracy • Learning through concrete experiences before abstraction • Multisensory and activity-based pedagogy • Language-rich classrooms	• Phonics and language games • Read-alouds and storytelling • Manipulatives for Mathematics • Art-integrated learning • Rhymes, songs and movement • Picture-based comprehension • Experiential EVS activities • Pair and small-group activities	• Competency-based worksheets • Oral questioning • Reading and numeracy checks • Observation-based assessment • Portfolios • Regular feedback and targeted support
Preparatory Stage – Grades III–V	Discovery, activity, inquiry and conceptual understanding	• Transition from play-based to structured experiential learning • Integration of subjects	• Inquiry-based learning • Experiments and demonstrations • Projects and interdisciplinary	• Competency-based tasks • Projects and presentations • Quizzes and concept checks • Worksheets and exit tickets

Stage / Grades	Pedagogical Focus	Best Practices at Helios International School	Learning Experiences / Strategies	Assessment & Progress Monitoring
Middle Stage – Grades VI–VIII	Conceptual depth, inquiry, critical thinking and subject-specific learning	• Subject-oriented learning with interdisciplinary connections • Greater emphasis on reasoning and application • Scientific temper and computational thinking • Student-led learning and discussion	• Laboratory-based learning • Experiments and investigations • Problem-based learning • Case studies • Debates and discussions • Research projects • Coding and Computational Thinking • AI-related learning experiences • Field studies and surveys • Collaborative projects	• Competency-based assessment • Higher-order questions • Projects and practical work • Presentations and debates • Periodic assessments • Self and peer assessment • Learning-gap analysis • Remedial and enrichment programmes
Secondary Stage – Grades IX–X	Multidisciplinary learning, analytical thinking, application and preparation for future pathways	• Deeper conceptual understanding • Analytical and critical thinking • Real-life application of knowledge • Interdisciplinary connections • Career and	• Case-based learning • Research and inquiry projects • Laboratory investigations • Problem-solving tasks • Debates, seminars and presentations • Experiential and art-	• Competency-based assessment • Case/source-based questions • Application and HOTS questions • Projects and practical assessment • Periodic tests • Self-reflection • Individual

Stage / Grades	Pedagogical Focus	Best Practices at Helios International School	Learning Experiences / Strategies	Assessment & Progress Monitoring
		life-skills orientation • Increasing learner autonomy	integrated learning • Digital literacy and computational thinking • Financial and vocational awareness • Career exploration and counselling	feedback • Board-examination readiness with conceptual focus

Pedagogical Area	School Practice
Learner-Centric Education	Teaching-learning processes are planned according to students' developmental levels, learning needs, interests and abilities.
Experiential Learning	Students learn through observation, exploration, experimentation, projects, activities and real-life applications rather than relying primarily on rote learning.
Competency-Based Education	Emphasis is placed on what students can understand, apply, analyse, create and demonstrate , in addition to acquiring subject knowledge.
Art-Integrated Learning	Art, music, theatre, craft and creative expression are integrated across subjects wherever pedagogically appropriate.
Sports & Physical Wellbeing	Sports, physical activity, yoga and wellbeing practices contribute to holistic development.
Technology Integration	Digital resources, multimedia, ICT, Computational Thinking and age-appropriate AI learning are used to enrich classroom experiences.
Inclusive Education	Differentiated strategies, individual attention, remedial support and enrichment opportunities are provided according to learner needs.
Values & Life Skills	Respect, responsibility, integrity, empathy, perseverance, collaboration, self-discipline and citizenship are embedded across school experiences.

Pedagogical Area	School Practice
Indian Knowledge & Context	Indian culture, heritage, local environment, languages, traditions and knowledge systems are connected with learning wherever relevant.
Assessment for Learning	Assessment is used not merely to measure achievement but to identify learning gaps, provide feedback and improve teaching-learning.
Higher-Order Thinking	Students are regularly encouraged to question, reason, analyse, evaluate, solve problems and generate ideas.
Student Voice & Leadership	Assemblies, projects, clubs, competitions, house activities and student-led initiatives provide opportunities for leadership and decision-making.
Teacher Reflection	Lesson observations, academic reviews, student performance data and professional discussions are used to continuously strengthen pedagogy.
Parent Partnership	Regular communication, PTMs and feedback mechanisms support a collaborative approach to student learning and development.

8.7 ASSESSMENT, INSIGHTS AND WAY FORWARD (2025-26)

(APP TO BE ASSESSED FOR THE PREVIOUS ACADEMIC YEAR TO PROVIDE INSIGHTS FOR APP OF THE NEXT YEAR)

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

(Exercise to be carried out at the end of the academic year)

Use the following rating scale to measure the current practice of the school: Never practiced

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

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

Actionable 1:

Ascertain the needs for professional development through collaborative practices.

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.

- Organize in-school workshops, training and talks calling experts and also by the school leaders that are based on identified school needs.

1	2	3	4	5
			✓	
		✓		
			✓	
		✓		
			✓	

Encourage teachers to enroll for online professional courses for advanced learning.					✓	
Hold teacher seminars where best practices are shared across grade levels and subjects.					✓	
Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.				✓		
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						
Pa Develop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy.					✓	
Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.			✓			
Engage with teachers to deconstruct what student-centered learning processes look like in a classroom and the role of a teacher in such a classroom.					✓	
Challenge teachers to continually examine the extent to which their practices support student learning.				✓		

Actionable 4:**Empowering teachers to become agents of change**

• Teachers could carry out action research				✓	
• Believe in teachers' ability to seek and provide solutions.			✓		
• Practice distributed leadership to improve overall school systems, processes and environment.				✓	
• Create a collaborative culture in the school for teachers to work together.			✓		
• Encourage teachers to identify areas of the school where change could be brought through Action Research.			✓		
• Develop teachers' capacity to undertake Action Research.			✓		
• Assessment of the Professional Development Programme at school			✓		

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

<u>Actionable 1:</u>	1	2	3	4	5
Creating a Culture of Innovation					
• Build expertise, knowledge and necessary skills of teachers and students.			✓		
• Provide the freedom to explore and the time for ideas to incubate and develop.			✓		
• Allow flexibility and risk-taking, with no fear of judgement.			✓		
• Provide intellectual stimulation by bringing together groups of students and teachers			✓		
• of diverse interests, subject knowledge and skill sets to work together.					
• Promote a growth mindset where failure is seen as a stepping stone to success.			✓		
• Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.				✓	
<u>Actionable 2:</u>					
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

<u>Actionable 1: Developing a shared understanding of Teaching-Learning</u>	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.				✓	
<u>Actionable 2:</u> 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.				✓	

[illegible]

Encourage teachers to become reflective practitioners				

- | | | | | | |
|---|--|--|---|--|--|
| <ul style="list-style-type: none"> ● Guide teachers on how to achieve their SMART goals. | | | ✓ | | |
| <ul style="list-style-type: none"> ● Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback. | | | ✓ | | |
| <ul style="list-style-type: none"> ● Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible | | | ✓ | | |
| <ul style="list-style-type: none"> ● Demonstrate to teachers what outstanding practice looks like by co-teaching with them. | | | ✓ | | |
| <ul style="list-style-type: none"> ● Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students. | | | ✓ | | |

Actionable 4:					

Assist teachers in understanding the importance of data			
Build teacher competency in using data to improve Teaching Learning Process.			

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

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

<u>Actionable 1:</u>	1	2	3	4	5
Creating the 'social glue' by building a culture of trust and self-improvement.					
• Practice the habit of 'understanding 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.				✓	
<u>Actionable 2:</u>					
Developing policies and systems that support a culture of learning by including all stakeholders.					
• Establish an open-door policy and transparent communication amongst stakeholders.				✓	
• 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.				✓	
• Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.				✓	

- 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.
- Hold students, teachers and para teachers accountable by being transparent.
- Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.
- Ensure decisions are backed by research and are data driven.

Actionable 3:

Keeping students at the heart of the learning culture.

- Set high expectations for students and communicate these effectively.
- Provide challenging opportunities for students to learn experientially, innovatively and collaboratively.
- Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.
- Encourage students to use assessment as feedback and as an opportunity to learn.
- Develop students' ability to reflect on their strengths and areas of development across subjects.
- Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.
- 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

<u>Actionable 1:</u>	1	2	3	4	5
Creating an environment of acceptance					
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 individualized 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.			✓	

8.8 Insights after assessing the Actionables

DESCRIPTOR	INSIGHTS
Engaging in teachers' professional development	The school has invested heavily in teacher empowerment in the last two sessions, however much needs to be done for promoting reflective thinking and metacognitive practices amongst the teachers. Checklists, rubrics and reflective journals need to be created and used to encourage teachers to become self-aware of their own practice.
Initiating innovations in the school	The school has put in efforts to embrace the culture of innovation in school in session 2023-2024 by setting up the school innovation cell. Some staff members have completed the CBSE School Innovation Ambassador MOOC. However, collaboration with different school/colleges/universities/organizations locally, nationally and globally need to be strengthened to hone innovation.
Leading the teaching learning process	School has a conducive environment for a meaningful teaching learning process. Teachers collaborate for planning and pedagogical innovation. All policies for providing a psychologically safe environment are in place. However, parental engagement is to be strengthened so as to involve parents actively in the educational journey of a child.
Developing a learning culture	School curriculum focuses on grooming of desirable 21st Century skills with thrust on coding/tinkering/internships etc. Strategies to be devised to encourage students to identify and to deal with real world problems through design thinking projects.

Building a culture of inclusion	School has a policy for inclusive education that is implemented in the true spirit. IEPs are framed for differentiated teaching of special students. Focus needs to be on use of ICT, digital resources and assistive technology to provide meaningful learning experience to children.
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8.9

Whole School Rubrics

WHOLE SCHOOL RUBRICS				
ELEMENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Knowledge and understanding of how students learn	Knowledge and understanding of how students learn is emergent in teacher practice.	Knowledge and understanding of how students learn is demonstrated by most teachers. Most teachers have developed and implemented practices that put students at the center 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-centered teaching strategies and assessment methods
	Initial work is being undertaken	teaching and learning. Data on the individual		Pedagogical practice is aligned to the learning

	to gather data on the individual learning styles of students at a year level	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	needs and goals of individual students across the whole school
	Curriculum is	Teachers plan together	Curriculum planning and	All curriculum planning and
	usually designed by individual	to provide consistency of curriculum that	practices reflects the achievements of students	practices analyses and addresses the full range of
	teachers based on	reflects the stages of	in relation to the	learning needs of individual
	the year level and	learning and student	standards for some	students providing
	associated	backgrounds and	domains, stages of	coherence,
	subjects.	addresses the needs of cohorts of students.	learning and student backgrounds and	balance and continuity across all of the domains.
			perspectives.	
	Domains are connected in an ad hoc manner when planning learning	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

		experiences.			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	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.
		knowledge and			
		skills to manage			
		and monitor their			
		learning.			
		Assessment for	Assessment for teaching	Assessment for teaching	All teachers use

	teaching (for, of	(for, of and as learning)	(for, of and as learning) is	assessment for teaching
	and as learning)	is being planned with a	planned for at the whole	(for, of and as learning) to
	is not explicitly	focus on identification of	school level and for	provide individualized
	planned.	effective assessment	cohorts of students using	learning. Learning
	Assessment of	strategies.	a range of data. Parents	portfolios enable ongoing
	learning		and students receive	information sharing
	(summative)		regular information on	between teachers, students
	remains the		strengths and areas for	and parents. Evidence-
	focus.		improvement / future	based valid and consistent
			learning.	judgments are made
				through moderation.
	Current	Current organizational	Flexible organizational	Organizational structures
	organizational	structures are being	structures are being	enable learning to happen in
	structures all	examined and options	implemented for aspects	a range of places at a
	ORGAN			

	ISATIO NAL STRUC TURES	limit			range
		flexibility within	are developed and	of the learning program	of times through flexible use
		student groupings	analyzed to identify	and/or particular groups	of people, IT and spaces.
		and roles and	structures that will	of students.	
		responsibilities of	better support student		
		teachers.	learning.		
		Student learning			
		and welfare are			
		managed			
		separately.			
		Learning spaces	A needs analysis	Some spaces have been	All physical and electronic
		are confined to	informs future	reorganized to create	learning environments have
		the classroom	developments of	physical and electronic	been created that
		and there is	physical and electronic	learning environments	complement diverse student

		limited use of ICT	learning environments.	that support student learning.	
		to support		learning	
		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.



9] SECTION - II : PLAN FOR THE ACADEMIC YEAR (2026-2027)

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

CLASS	PRE-SCHOOL & PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII	IX	X
Number of Sections		4	4	4	4	4	4	4	4	4	3
Students on Roll	Nursery- 53 Jr. KG- 101 Sr. KG- 120	153	158	157	158	152	151	152	126	118	91

9.2 Staff Detail:

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

GROUP	REGULAR	CONTRACTUAL	PART- TIME	NUMBER OF TEACHERS	
				TRAINED	UN-TRAINED
Grades 1 & 2	27	-		27	
Preparatory (3 to 5)					
Middle (6 to 10)	28	-		28	
Supervisory Heads	3			3	
Special Educator	1			1	
PETs	3			3	
Librarian	1			1	
Music Teachers	2			2	
Dance Teachers	2			2	
Yoga Teacher	1			1	
Counsellor	1			1	
Others (if any)	0			0	
Art	2	-		3	
Lab Asstt. / Attd.	1			1	
Coaches	8			8	

Drama Tr.	2				2
Total	82				82

9.3 Academic Resources

NAME OF RESOURCE/S	NO OF UNITS	SEGMENT PRE-PRIMARY/PRIMARY/SEC/SR. SEC.
a) Montessori Apparatus b) Learning Centers • Language & Communicati on- Language lab • Creative Expression- Dance Room • Blocks in Maths- Math Lab • Literacy • Reading Corner- Library • Play & Clay Area- Play area • Dramatics- Drama room	6- Classrooms	PRE PRIMARY, PRIMARY

● Science Corner c) Bright & Educative Displays in classrooms & corridors				
Internet enabled networked classrooms with Interactive panels	39		PRE PRIMARY, PRIMARY, MIDDLE, SECONDARY	
Academic Council, Alumni Association, PTA	-		PRE PRIMARY, PRIMARY, SEC & SR.SEC	
Library	1		PRIMARY & SECONDARY	
Laboratories	4		PRIMARY & SECONDARY	
Resource Centre	1		PRIMARY & SECONDARY	
Math Lab	1		PRIMARY & SECONDARY	
CT & AI LAB	1		PRIMARY & SECONDARY	
IT LAB	1		PRIMARY & SECONDARY	
SST LAB	1		PRIMARY & SECONDARY	

9.4 Curriculum Planning

School Curriculum Committee (Suggested members- HOD's, Subject coordinators, examination incharges, Class coordinators)

NAME OF THE MEMBER	DESIGNATION IN THE COMMITTEE
Mrs. Divya Puri	Principal
Mrs. Lily Patel	CEO
Ms. Neha Lohot	Coordinator (Secondary)
Ms. Rakhi Tanawade	Coordinator (Primary)
Ms. Kadambhari Bhandari	Coordinator (Pre Primary)
Ms. Saily Deshpande	Incharge Exam Dept and HOD Information Technology
Ms. Ashwini Limaye	HOD English
Ms. Chaitrali Akujkar	HOD Maths
Ms. Asmita Thakare	HOD Science
Ms. Ramya Prasanth	HOD SST
Mr. Chandrakant Adhav	HOD Hindi
Ms. Sucheta Tare	HOD Sanskrit
Ms. Saranga Gosavi	HOD Marathi

9.5 Scheme of Studies, Assessment and Parameters of Assessment

(a) Subjects offered at various levels

Grade wise number of subjects (with instructional periods)

Stakeholders	Subject-1	Subject-t-2	Subject-3	Subject-4	Subject-t-5	Subject-6	Subject-7	Subject-8						
→ Class I														
PP-I	ENG	HINDI	MATHS	EVS										
Stakeholders	Subject-R1	Subject-t-R2	Subject-R3	Subject-4	Subject-t-5	Subject-6	Subject-7	Subject-8	Subject-9	Subject-10	Subject-11	Subject-12	Subject-13	Subject-14
→ Class I														
Class-I & II	ENG	HINDI	MARATHI	MATH	EVS	INFORMATION TECHNOLOGY	GENERAL KNOWLEDGE	MATH OLYMPIAD	VISUAL ART	PEWB	SPORTS	PA	LIBRARY	CCA
No. of pds	6	5	2	7	4	2	1	1	2	2	4	2	1	1

Stakeholders → Class↓	Subject- t- R1	Subject- ct- R2	Subject- R3	Subject- -4	Subject- t-5	Subject- -6	Subject- 7	Subject- 8	Subject- t- 9	Subject- 10	Subject- t- 11	Subject- t- 12	Subject- ect- 13	Subject- - 14	Subject- 15
Class- III -V	ENG	HINDI	MARATHI	MATH	EVS	INFORMATION TECHNOLOGY	GENERAL KNOWLEDGE	MATH OLYMPIAD	VISUAL ART	PEWB	SPORTS	PA	LIBRARY	Ct & AI	CCA
No. of pds	5	5	2	6	4	2	1	1	2	2	4	2	1	2	1

Stakeholders → Class↓	Subject- t- R1	Subject- R2	Subject- R3	Subject- ct-4	Subject- 5	Subject- ect- 6	Subject-7	Subject- ct- 8	Subject- - 9	Subject- ct- 10	Subject- 11	Subject- 12	Subject- ect- 13	Subject- - 14	Subject- 15
Class- VI to VIII	ENGLISH	HINDI OR SANSKRIT	MARATHI	MATH	SCIENCE	SST	INFORMATION TECHNOLOGY	CT/AI	VISUAL ART	PEWB	SPORTS	KAUSHAL BODH	PA	LIBRARY	CCA
No. of pds	6	6	3	6	6	6	2	2	2	2	4	1	2	1	1

Stakeholders → Class↓	Subject- R1	Subject- R2	Subject- R3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8	Subject-9	Subject-10	Subject-11	Subject-12	Subject-13	Subject-14	Subject-15	Subject-16
Class-IX	ENGLISH	HINDI OR SANSKRIT / HINDI	INTERNAL MARATHI / SANSKRIT / HINDI	MATH ADVANCE	MATH ADVANCE	SCIENCE	SCIENCE ADVANCE	SST	INFORMATION TECHNOLOGY	VISUAL ART	PEWB	SPORTS	KAUSHAL VIKAS	PA	LIBRARY	CCA
No. of pds	6	6	2	7	1	7	1	7	2	2	2	2	2	1	1	1

Stakeholders → Class↓	Subject- R1	Subject- R2	Subject- R3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8	Subject-9	Subject-10	Subject-11	Subject-12	Subject-13
Class-X	ENGLISH	HINDI OR SANSKRIT / MARATHI	INTERNAL MARATHI	MATH	SCIENCE	SST	INFORMATION TECHNOLOGY	VISUAL ART	PEWB	SPORTS	PA	LIBRARY	CCA
No. of pds	6	6	2	8	8	8	3	2	2	2	1	1	1

(b) Instructional time

PRIMARY, MIDDLE, SECONDARY & SR SECONDARY

1 Scheme of Assessment and Parameters of Assessment

2 Helios International School

- 3** Helios International School follows the assessment guidelines prescribed by CBSE, in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF), wherever applicable. The school adopts a comprehensive and competency-based approach to assess students' academic progress, skills, values, and overall development across the Primary, Middle, Secondary, and Senior Secondary levels.
- 4** The school has a clearly defined examination and assessment policy, including the scheme of assessment, parameters of evaluation, examination schedules, and promotion criteria, as applicable to each grade. Assessments are designed to monitor students' learning outcomes, identify learning gaps, and support continuous improvement.
- 5** The school maintains examination policies, date sheets, and sample report cards for the respective classes. Student progress is communicated through structured report cards that reflect academic achievement and, wherever applicable, co-scholastic development, competencies, and other developmental indicators in accordance with CBSE guidelines and the relevant NCF/NEP recommendations.
- 6** Helios International School is committed to implementing the Holistic Progress Card (HPC) framework as prescribed by CBSE and the Ministry of Education, in accordance with the applicable guidelines and implementation timelines. The school endeavours to ensure that assessment practices promote holistic development, competency-based learning, and meaningful feedback for students and parents.

C. Student Development Plan

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

STEPS TO IMPROVE ACADEMIC EXCELLENCE (MIDDLE & SENIOR DEPT

- **Effective Syllabus Planning**

Syllabus planned effectively before the commencement of the session so as to ensure sufficient time for revision and remediation before each assessment. Syllabus should be shared with students and parents at the beginning of the session.

- **Effective Lesson Planning**

The syllabus coverage through effective lesson planning is ensured and reflected weekly. Lesson plans on standard format are prepared by faculty after thorough discussion and student centric, interactive and engaging delivery of content is ensured to meet the

guidelines of competency-based education. Teachers assess the effectiveness of content delivery through exit ticket in form of quick questions/worksheet/mind map/flow chart/bubble diagram/Venn diagram or ICT tools like Kahoot/Padlet/mentimeter, etc.

- **Engaging & Interactive Teaching Methodologies**

Teachers refrain from using the 'Chalk & Talk' methodology and the teacher talk time is reduced to make space for student interaction. Engaging methodologies/ techniques are practiced such as

- ❖ Demonstrations
- ❖ Experiential learning / Hands on activities
- ❖ Toy pedagogy
- ❖ Storytelling & puppetry
- ❖ Art integration
- ❖ Sports integration
- ❖ Flipped classroom
- ❖ Project based learning
- ❖ Internships & excursions
- ❖ Effective use of interactive panels/Embibe/MICM modules/any other software

- **Early identification through data analysis**

Underperformers are identified in the beginning of the session based on data analysis of annual assessment of previous sessions and cumulative /Anecdotal records. All teachers teaching a particular section participate in identification of weak students and figure out possible reasons for poor performance

- **Root Cause analysis & Target Setting**

Once the root cause analysis is done collectively by the faculty, a target is set for each underperformer. The target is shared with parents. School Counsellor & Special Educator are involved for early identification & root cause analysis.

- **Strategies for Remediation**

The remedial strategies are differentiated as per the needs of students. Some of the strategies found to be effective are –

- ❖ Individualized Learning mechanism or personalized support given as per need
- ❖ Peer tutoring under supervision of teachers
- ❖ Mentor Mental Programme where one mentor teacher is attached to each underperforming child.
- ❖ Facilitating study groups
- ❖ Active parent involvement for practice at home
- ❖ Liaisoning with tutors, if possible
- ❖ Restricting involvement of students in co-curricular activities, if required
- ❖ Tracking the progress of each learner
- ❖ Appreciation/reward for improvement and hard work

- **Effective utilization of substitution periods**

Class wise worksheets are curated and uploaded on the interactive panel along with answers. The substitution teacher plans the execution of the worksheet in the substitution period, self or peer checking of the worksheet is done with display of answers on screen. A record of no. of such worksheets is kept in the shared drive to assist the substitution teacher in planning.

- **Assessment and Feedback**

Assessment is regular and comprehensive. Conducting assessment (Class test) after completion of each chapter is recommended. Assessment must be competency based so as to assess understanding, application, evaluation and synthesis rather than memory and rote learning. Regular constructive feedback on each and every assessment is mandatory. Correct answers with value points and common mistakes must be discussed immediately after the assessment. Marking schemes should be uploaded on websites for senior classes.

- **Collaboration with Experts**

Experts as Resource Persons (RPs) for various topics/subtopics invited to enhance the engagement of learners. The RPs can be from Parent Bank, Alumni database, senior teachers from Sahodaya/NPSC/DPVN units or from organizations like DTU, Renowned Universities, DSSSTF, etc. Motivational talks and sessions on topics like Time Management, Stress Management, Enhancing Concentration Span, Peer Pressure, Mind Power are helpful in raising the desirable skills amongst students for academic excellence.

- **Ensuring Quality of Assessment & Evaluation**

In addition to strategies normally adopted by school, following actions can be taken to ensure quality of assessment and evaluation -

- ❖ Preparation of multiple sets of question papers for assessment
- ❖ Moderation of Question Paper and marking scheme by HOD as per the syllabus and blueprint.
- ❖ Flying squad to ensure minimal use of unfair means and practices during assessment.
- ❖ Review of five randomly selected answer sheets of every checker by the HOD. Discussion and necessary action, in case of discrepancy.

- **Teacher empowerment and accountability**

Empowered and responsible teachers are pivotal for a positive teacher learning culture of school. Teacher empowerment to embrace all changes in academics as recommended by NEP 2020, NCP 2022, NCFSE 2023, NIPUN BHARAT, VIDHYA PRAVESH and CBSE should be the priority. Alongside teacher accountability for holistic development of learners under his/her supervision must be ensured.



- **Parental Involvement**

Parents are partners with schools for the holistic development of learners. Strong and open communication is a must. Response time of school for parent communication must be minimum. Parents should be informed of a child's performance, areas of improvement and the ways in which they can support the child's growth.

SPECIFIC STEPS TO IMPROVE ACADEMIC EXCELLENCE (PRIMARY DEPARTMENT)

Good cognitive development and strong conceptual clarity among learners in primary stage scaffolds academic excellence in middle and senior classes and makes them lifelong learners. In addition to the aforesaid steps for academic excellence, following actions should be taken for the same in Primary Department –

- **Bridging the Learning Gaps**

Children construct new knowledge over their previous knowledge. Reinforcement of conceptual subtopics of previous class must be taken up in the first fortnight of commencement of the new session to handhold young learners of Primary Department.

- **Focus on foundational Literacy and Numeracy**

Some effective strategies are as under-

- ❖ Use of Math kits for hands-on classroom activities
- ❖ Use of stories & real world connect in Math
- ❖ Inculcating reading habits through library activities
- ❖ Upgrading class libraries and its usage
- ❖ Use of low cost TLMs like reading fluency strips, vocabulary wall, work bank, etc.
- ❖ Exhaustive storytelling and toy pedagogy

- **Parent Buddy System**

Pairing of parents in primary classes is helpful for academic excellence especially if a parent from the EWS category is paired with a parent from the General category.

- **Identification & Remediation for CWSN**

CWSN must be identified in the Pre-Primary & Primary Department. Special educators and shadow teachers must support the

students with individualized educational plans. Progress of CWSN to be closely monitored

SPECIFIC STEPS TO IMPROVE ACADEMIC EXCELLENCE (PRE PRIMARY DEPARTMENT)

C2) Performance Enhancement Action Plan

The school organizes remedial classes to address the learning gaps in the basic skills of the learners. The remedial classes are tailored to foster an inclusive educational environment providing opportunities to the learners who struggle coping up with regular classroom teaching.

The process undertaken to identify the students who require remedial classes is based on the following:

- ❖ conduct of continuous assessment and evaluation of student performance in examinations
- ❖ declaration of progress through progress report or report card
- ❖ identification of areas of remediation
- ❖ listing of students requiring remediation
- ❖ preparation of special time table and subject wise small group formation
- ❖ Narrow band teaching

Based on the above way, subject teachers give remedial classes to students in the zero period at least twice every week.

Performance Enhancement is integrated with mainstream curriculum in the following ways:

- **Bridge programme:** It's a programme that is initiated at the beginning of an academic year to recapitulate and practice general topics or concepts based on the student's previous knowledge. The bridge courses are taken up in the form of fun-filled activities and practice worksheets. These courses / classes aid in the identification of areas that need more drilling and also students who need it.

- **Regular:** to keep the response of good work. Student's positive.

- **Specific:** in loop of the students' learning journey basis. collected days or meetings on a monthly rewarding experience through a

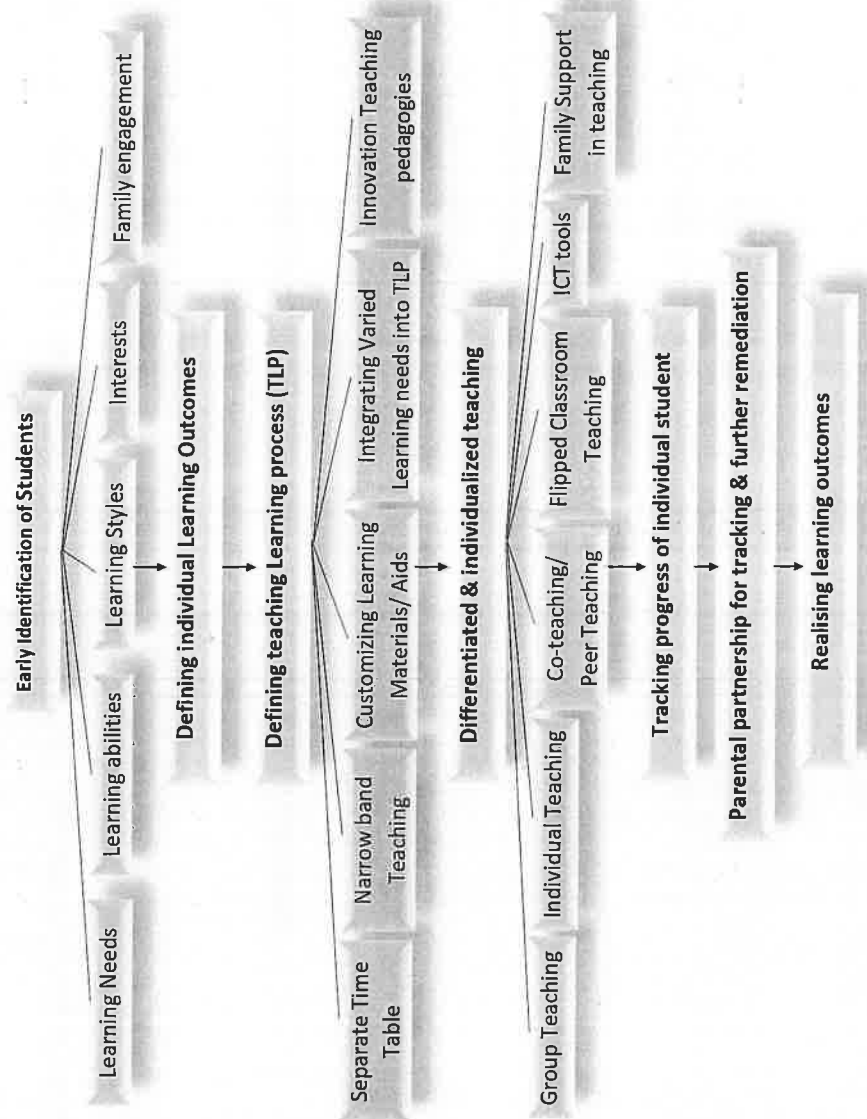
- **Small:** or concept clarity for a better

- **Peer:** making deficit learner to facilitate so that peer learning can foster

- **Specific:** assistance of the special educator. address those needs for instance

- **Differentiated:** needs of students requiring remediation.

Performance Enhancement Action Plan



C3) Support for Gifted Students/Students with Special Talents

- Inter School Competitions
- Subject Specific Olympiads
- State, National Level Exams
- Representing School at Global level
- Promoting Entrepreneurial Initiatives

C4) Addressing diversity in class and Inclusive Education: Addressing Diversity in Class and Inclusive Education The DPVN, Rohini
upholds the following principles of inclusive education:

- Education for all is upheld as a fundamental human right.
- Education is strengthened by creating an affirmative, responsive environment that nurtures a sense of belonging, safety, self-worth, and holistic growth for every student.
- Every educator is responsible for the education of all students.
- Learning is viewed from a strength-based perspective.
- Diversity in learning is valued as a rich resource for building inclusive communities.
- All learners belong and have equal opportunities to participate and engage in quality learning.
- Every learner's full potential is developed by building on their prior knowledge and experiences.
- Assessment provides every learner with varied opportunities to demonstrate what they know and can do, and their achievements are acknowledged and celebrated.
- Multilingualism is recognized as a reality, a right, and a resource.
- All students fully participate in school life and are empowered to exercise their rights and fulfil their responsibilities as citizens.
- All students in the school community have a voice and are heard so that their ideas and inputs are respected.
- Diversity is understood to include every member of the school community.



- Experiencing success is an essential part of every student's learning journey.

Following Steps Are Ensured

- The school counselor actively engages with parents and students during the admission process to identify any special education needs.
- The special educator guides teachers on early identification of children with special needs, following the PRASHAST checklist issued by the Department of School Education and Literacy, MoE.
- Individual Education Plans (IEPs) are developed and implemented through collaborative teaching, with curriculum adaptations based on each CWSN's needs.
 - Learners with mild special educational needs are integrated with their grade-level peers for academics and co-curricular activities, with focused pull-out sessions by the special educator as needed.
 - Remediation for students with special needs is integrated into their regular timetable alongside remedial classes, ensuring their support needs are met without affecting their academic or co-curricular participation.
- Facilities such as counselling, yoga therapy, special education support, and life skills training are provided according to each learner's requirements.
- Teachers adopt differentiated instruction, collaborative strategies, and assistive technologies to create an optimal learning environment.
- Adjustments to assessment include modifications in question papers, leniency in evaluation, or larger font sizes for visually impaired students, as needed.
- Frequent Parent-Teacher Meetings and counselling sessions are held to support students with special needs and keep parents informed and involved.
- Teachers promote peer mentoring, encouraging students to help peers with special needs both academically and in developing socially appropriate behaviours.
- Students of classes X and XII are granted concessions or exemptions as per CBSE guidelines (Circular No. CBSE/COORD/112233/2019 dated 12 April 2019).

- The school's infrastructure is inclusive and accessible, with ramps, railings, and toilets for CWSN.
- Ample opportunities and exposure are provided to special and gifted students to hone and showcase their talents at Zonal, District, National, and International levels.
- An **Inclusive Education Club** is run to ensure that every child participates together, promoting sensitization, inclusion, and equal respect among students. This club builds awareness, motivation, confidence, and empathy in all students so that they learn to support and value each other equally.

C5) Co-Scholastic Activities

Area	Pre-Primary (PP)	Primary (Grades I–V)	Secondary (Grades VI–X)
Art & Craft	Drawing, colouring, craft, creative activities	Art, craft, creative projects	Visual arts, creative projects
Music	Rhymes, singing, rhythm activities	Music, singing, instrumental activities	Music, choir and instrumental activities
Dance & Movement	Free movement, action songs, dance	Dance and stage performances	Dance and choreography
Drama & Theatre	Role play, storytelling	Role play, skits and drama	Drama, theatre and stage performances

Sports & Physical Education	Motor-skill activities, games	Indoor/outdoor sports, fitness activities	Sports, fitness and competitive activities
Yoga & Wellness	Age-appropriate yoga and relaxation	Yoga, fitness and wellness activities	Yoga, wellness and health awareness
Literary Activities	Storytelling, Show & Tell	Elocution, storytelling, quizzes, reading activities	Debates, elocution, public speaking and literary activities
Academic Enrichment	Theme-based activities	Quizzes, Olympiads and enrichment activities	Olympiads, quizzes and academic competitions
Technology	Digital learning activities	Coding, AI and Robotics exposure	AI, Robotics and technology-based activities
House Activities	Group participation and celebrations	Inter-house competitions and activities	Inter-house competitions, leadership and team activities
Celebrations & Assemblies	Festivals, special days and theme-based celebrations	Assemblies, festivals and special-day programmes	Special assemblies, thematic programmes and celebrations
Leadership & Life Skills	Confidence and social interaction	Teamwork, communication and responsibility	Leadership, collaboration, communication and decision-making

Social Awareness	Sharing, caring and community values	Awareness community-oriented activities	and Social awareness and community engagement
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C7 Building Scientific Temperament Building a scientific temperament is crucial for fostering a society that values critical thinking, inquiry, and evidence-based reasoning. Scientific temperament instills a curious and analytical mindset in students, encouraging them to question, explore, and understand the world around them. This approach not only enhances their academic abilities but also equips them with essential life skills. Cultivating a scientific temperament promotes a culture of innovation and problem-solving. At DPVN Rohini, students will learn to approach challenges methodically, relying on observation, experimentation, and logical deduction. This will not only prepare them for academic success but also lay the foundation for a workforce capable of addressing complex real-world issues.

Furthermore, the activities will be planned with the aim of developing scientific temperament so as to nurture a sense of curiosity, inspiring a lifelong love for learning. Students will become more open-minded and adaptable, as they will understand the dynamic nature of scientific knowledge and the need for continuous exploration.

ACTIVITIES THAT WILL BE UNDERTAKEN

1. SCHOOL INNOVATION CELL : Our School has an existing and fully functional School Innovation Cell, working in accordance with the guidelines of Ministry of Education. Various In School as well as outbound activities for the session 2026-27 will be undertaken as per the SIC calendar provided by AICTE, Ministry of Education and CBSE. The students will be attending various sessions on the Innovation, design, prototype building, business plan and entrepreneurship skills some of which will be organized by DOESL, MIC, AICTE, NCERT and CBSE and the others will be arranged by Convenor of School Innovation Cell through outreach of School alumni and other community connects. A visit to a nearby incubation centre maybe taken up during the session. More staff members will be trained further to be Innovation Ambassadors in the session as like in previous years.

1. ROBOTICS CLUB- In alignment with the futuristic academic and skill needs of humanity, Robotics and AI club will help students seek solutions through innovation. Robotics Club for the session will commence from July 2024 comprising students from classes V to VIII. The students will participate in the events like ROBOFEST:2024

2. AI and ML Club initiative aims to equip learners with essential 21 st century skills by fostering computational thinking, problem solving and ethical awareness through engaging AI learning experiences aligned with CBSE guidelines. Key features of the club are: Real world projects like chatbots, AI in AI CLUB HealthCare, AI resume analyzer etc, Tools like the teachable machine, Scratch, AI, Python etc.

3. ASTRA-FIESTA: An Inter school event hosting various Science based events will be organized.

4. SCIENCE CORNERS IN PP

- Simple scientific tools such as lenses, beakers, tongs etc. will be used to encourage the child to explore, experiment, observe and discover simple scientific principles in their surroundings.
- Models such as the solar system, human brain etc. will be used for extended learning activity.
- For encouraging curiosity and making learning fun, Science week will be organized every year.

5. SCIENCE KITS IN PRIMARY

Science Experiment Kits will be used in the Primary department to give Hands on Learning experience and to simplify subject understanding. Science kits will provide opportunities for students to observe and understand scientific principles through simple experiments.

C8) Strengthening of moral and ethical foundation

- Students will spread awareness regarding the donation drive for maximum participation.
- Donation drives will be conducted to enhance generosity, moral values like humanity, helpfulness and kindness for other human beings.
- Conducting situation-based discussion with the students to nurture their moral values.
- Shloka recitation in assembly to know more about culture, traditions and values.
- Celebration of helpers' day where students will extend gratitude for the helpers' contribution.
- Celebration of Unity Day to express students' love for the nation.
- Tie up with RK Mission where resource persons will guide students to enhance their moral and cultural values and teachers will be trained for the Awakened Citizen Programme to guide students.
- Students will be helped to develop social skills, self-awareness skills, love for other human beings and develop love and care for nature and animals.
- Students will be guided to become responsible and concerned citizens of the nation through various activities and by giving them live examples.

C9) Cultivating entrepreneurship spirit and career awareness (Provide details of all Career Counselling Workshops, Career Fair,

Internships opportunities for students of Classes IX & X, Moulding of Entrepreneurial skills among students)

- Career Counselling Grade X along with individual counselling
- Parent Workshops and orientation for Grade IX and X
- Career counselling Workshops on topics: Humanities, Commerce and Science as Streams for Grade IX and X
- Study Abroad Workshops for Grade X
- CAREER FAIR organized for classes IX and X

C10) Wellness Activities: The activities planned for Well-being of students and creating awareness

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

C13) Co-curricular Activities: The activities are planned and mentioned in the school almanac

C14) Sports Activities as per School Sports calendar



D. Teacher Development Plan

D1) Teacher Needs Assessment & Training

TNA ACTIVITY	METHOD	EXECUTED DATE	OUTCOME
Competency Based Assessment	Google forms	All year round	● Google forms allow for a streamlined data collection where teachers are able to provide honest feedback on their expectations from a training programme. ● The questionnaire will be structured to assess specific needs of teachers, covering areas such as content knowledge, pedagogical skills, technology integration, classroom management, and professional development preferences. ● Based on the initial needs assessment, subsequently specific feedback will be gathered on proposed training programs or interventions. This iterative process ensures a targeted and evolving approach to professional development.

D2) Teacher Training Schedule

Schools must devise their own training schedules after making an assessment of the training needs and shortcomings of teachers while transacting academic and non-academic content.

Staff Capacity Building Programme

Assessment of Training Needs for the Teacher:

- Self-Assessment forms are filled at the end of the academic year by teaching and non-teaching staff members.
- Observations carried out by the HODs and the Principal and CEO ma'am of the school enable them to locate the training needs.
- Training need identification formats are filled by the teachers and need analysis is done on the basis of which the training is decided.
- Discussions with subject HOD's and feedback obtained helps in identifying the training needs.
- Feedback obtained during staff meetings.

The teachers are enriched

with training programmes to improve their teaching skills and to adopt new techniques in their day-to-day teaching.

TEACHER TRAINING TOPIC/ACTIVITY	PROPOSED DATE/WEEK/MONTH	TARGET GROUP	LEARNING OUTCOMES
CBSE CAPACITY BUILDING PROGRAM	AS PER CBSE PROGRAM	ALL	TO UPGRADE AND UPDATE THE TEACHING FACULTY
IT SKILLS	THROUGHOUT THE YEAR	ALL	TO UPGRADE THE IT SKILLS AND ACCLIMATE THEM WITH NEW EMERGING TRENDS
MICM	THROUGHOUT THE YEAR	ALL	TO ENSURE EASE OF USE AND TRAIN THEM TO USE ALL FEATURES OF THE SOFTWARE

D3) Classroom Observation Schedule

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Informed Supervisions	Yearly basis	PRINCIPAL	Detailed & Constructive written feedback on Lesson Planning & pedagogical strategies will be given.

Spontaneous Supervisions	Regular basis	PRINCIPAL	Teachers will be seen completing planned syllabus during regular observations. Extracurricular activities will be done
Mentoring and Monitoring	Yearly Basis	Specialists appointed by Child Education Society as per the directives received from CBSE	Insights will be given into methods of delivering classroom lessons effectively.
Teacher Quarterly & Annual Proforma	Per Quarter Basis Yearly	PRINCIPAL	Assignments, assessments & initiatives taken up by teachers in co-curricular activities will be evaluated.

SECTION – III

Remediation Plan

15.1 Support Classes:

Support classes are conducted for the students who have secured less than 40 % marks in a particular subject in a particular exam.

Assessment of aptitude is done by using all the above-mentioned assessment tools, analysis of the results subject wise, grade wise is done.

The teachers prepare an action plan with the help of the HODs and Principal taking into consideration the needs of each

child.

Based on the analysis, support classes are conducted.

Different sets of questions are prepared, and concepts are revised or taught again according to the diversified needs of the children.

Support classes are taken on working Saturday by respective teachers for the required subject.

Remedial Teaching and Counselling

22.1 Remedial Teaching

Remedial for Students:

Pastoral care is not merely a complementary practice; it is policy and is fully integrated throughout the teaching and learning and structural organization of the school, to effectively meet the personal, social (wellbeing) and academic needs of students and staff.

Our team aim at providing a harmonious environment which equips the student to gain self-awareness, to reflect and develop into a confident individual

19.1 Remediation: The way forward to help students with:

- ✓ Having difficulty with academics
 - ✓ Finding strategies to help them overcome that challenge
 - ✓ To feel confident about learning
- Through:
- ✓ Development of monthly Individualized Education Plans (IEPs).



- ✓ Remedial Support: 2- 4 times a week
- ✓ Differential instructions and inclusive practices
- ✓ Skill Development and 'Bridging the Gap'
- ✓ IEP Orientation & Monthly follow-up with Parents
- ✓ Progress Review Remedial Assessments [twice a year]

22.2 Counselling

Counseling in schools plays a vital role in fostering students' emotional, social, and academic development. It provides a safe space for students to discuss their personal challenges, mental health issues, and academic concerns with a trained professional.

Effective counseling helps in identifying and addressing issues such as anxiety, depression, and stress, which can impede a student's ability to learn and thrive.

By offering guidance and support, school counselors can enhance students' coping skills, improve their self-esteem, and assist them in setting and achieving personal and academic goals.

This comprehensive support system is essential for creating a positive school environment and ensuring that all students have the opportunity to succeed and reach their full potential.

At Helios International School, we recognize the need of counselling and we have a full-time counsellor in our school.

The school also conducts parent counseling sessions every year on various parenting issues by our in-house counsellor and experts.

15.2 Competitive Exam Coaching:

- At Helios, we believe in developing quantitative and analytical thinking of our students.
- The right way to do this is through various competitive examinations, quizzes and Olympiads at state and national level.
- The school takes keen interest in preparing selected students of the school for various platforms such as a state scholarship, Homi Bhabha Science Exam, National Level Talent Search Exam (NSTSE), and various Olympiads right from primary level.
- The school has qualified experienced staff for such coaching at various levels.

The classes are conducted during the school working hours for the students enrolled for these exams.

Child Safety / Pupil's Well Being

Safety of students is highest priority for school. All the required measures are taken to ensure the security of children which includes CCTV cameras at various locations of school, in classrooms and in school buses. We have attendants at every toilet, lady attendants in buses, pick-drop cards for parents. Safety drills, self-defense workshops & certification for students and counseling support. The school has installed fire safety system and Fire Safety drills are conducted regularly.

17.1 Guidelines for Child Safety:

Helios International School adheres to the following norms as per Supreme Court guidelines on child safety.

- **Authority Cards** are issued to all parents for pick-up of their child from school or from the school bus at their respective stop in school hours.

- No minor female students are left alone with male staff.
 - Cameras are already installed on the premises facing road, entry and exit, CCTV cameras inside the class rooms, labs, office and in school bus.
 - Separate male / female toilets are there for students and both at a distant from each other.
 - Female attendants are appointed to monitor the toilets used by students.
 - Security guards are deployed at the entrance and exit gates during school hours.
 - All areas of the school premises like class rooms, play-grounds, corridors, etc. are regularly monitored.
 - Floor duty and dispersal duty is given to teachers in rotations to monitor and keep an eye on all activities of students arrival and departure during playtime, mealtimes, near toilets.
 - Strict instructions are repeatedly given to the teachers that no child should be given dark room or solitary confinement punishments/ corporal punishments
 - Counselors and wellness teachers are appointed to take care of concerns related to the students or their parents.
 - Periodically or during their meetings with both teaching and non-teaching staff issues concerning safety matters of children are discussed and feedback from the staff is taken regularly.
 - Staffs of reputed outsourced vendors in security, and canteen sections are appointed.
- All the required documents are taken and verified.
- Group messaging system is already there through MCB School Interactive Software.
 - Flex on emergency contact numbers have been displayed within the school premises.

17.2 Health Care in School:

- School has a fleet of cleaning staff for keeping the school campus neat and clean. Full time nurse is available in the campus.
- Medical check-up is done for all the students.
- Students health cards are maintained.
- Webinars for creating awareness on health and hygiene are conducted throughout the year.
- Separate sessions for daughter-mother and separate sessions for son-father are conducted every year by expertise people and doctors.

Supporting Activities

18.1 Co-Curricular Activities:

A] Development of different forms under Performing Arts:

With our vision to develop aesthetic sense the school gives special emphasis on developing cultural and creative instincts among our children.

Performing Arts (Dance, Drama and Music) are an integral part of the school curriculum.

Students are taught the techniques of Speech and Drama, Western Dance forms like Ballet and Contemporary, Classical Music Vocal and Instrumental (Keyboard and Zambé).

B] Art Integration:

Art activities for Grade 1 to VIII students were conducted as per the curriculum.

The highlights of Art activities were

- Eco friendly Ganesh Making workshop – in the month of August.
- Eco friendly Lantern making workshop – in the month of October.

C] Sports and Physical Education:

Games and Exercises are an important means of recreation and helps in building team spirit and positivity. They refresh



children and enable them to regain their lost energy. The school has an in-campus playground to bring out the sporting talents of children and to inculcate a spirit of sportsmanship.

Students of Grade 1 To VIII will have two sports periods (1 hour block period) for practicing the sports selected by them. Sports offered in Helios International school are:

Sports 1 – Football, Skating, Martial Arts

Sports 2 – Chess (Grade IV onwards), Basketball, Cricket and Gymnastics.

Students have to select any one sport of their choice from Sports 1 and 2 and they will be trained by specialized coaches in that sport for the whole year.

Apart from this, students will also have two PHE periods per week.

D] Art Integrated Activities and Projects:

As per the CBSE manual the school will conduct Art integrated activities in the teaching learning process and also design Art Integrated projects connected to partner school – Odisha.

E] Clubs

Are we supposed to add Club Activities as we are integrating it with IHC

F] Kaushal Vikas and Kaushal Bodh

Grade	Focus Area	Proposed Activities / Planning	Skills Developed	Expected Outcome
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Grade VI	Self-awareness & Life Skills	Time management, personal organisation, communication activities, basic financial awareness	Communication, self-management, decision-making	Students become more organised, confident and responsible
Grade VI	Creative & Practical Skills	Basic craft, paper work, recycling/upcycling, simple product creation	Creativity, fine motor skills, problem-solving	Students learn to create useful products using available resources
Grade VI	Digital Skills	Basic digital tools, presentations, safe and responsible technology use	Digital literacy, creativity, presentation skills	Students use technology purposefully and responsibly
Grade VII	Financial & Entrepreneurial Skills	Budgeting, needs vs. wants, simple business ideas, product pricing and marketing	Financial literacy, entrepreneurship, critical thinking	Students understand basic financial and entrepreneurial concepts

Grade VII	Vocational Exposure	Gardening, food-related skills, basic stitching/craft, school-based practical activities	Practical skills, teamwork, responsibility	Students develop respect for different skills and occupations
Grade VII	Communication Skills	Public speaking, interviews, role play, collaborative tasks	Communication, confidence, active listening	Students communicate ideas effectively
Grade VIII	Problem-Solving & Innovation	Design challenges, waste management projects, model/product development	Innovation, collaboration, problem-solving	Students identify problems and develop practical solutions
Grade VIII	Community & Social Skills	Community-based projects, awareness campaigns, sustainability activities	Empathy, social responsibility, leadership	Students connect learning with real-life community needs

Grade VIII	Entrepreneurship	Planning a simple product/service, costing, branding and presentation	Entrepreneurship, financial literacy, teamwork	Students understand the process of developing and presenting an idea
Grade IX	Career & Skill Awareness	Career exploration, interaction with professionals, workplace awareness, skill mapping	Career awareness, communication, decision-making	Students develop awareness of careers and required skills
Grade IX	Project-Based Skill Development	Research, planning, execution and presentation of a practical project	Research, leadership, collaboration, project management	Students apply knowledge to real-life situations
Grade IX	Financial & Digital Literacy	Budget planning, digital productivity tools, responsible online practices	Financial literacy, digital competency, analytical thinking	Students develop practical skills required for academic and



future
professional life

Grade IX	Entrepreneurship & Innovation	Business idea/project, market survey, budgeting, product/service presentation	Innovation, entrepreneurship, leadership, problem-solving	Students demonstrate independent thinking and entrepreneurial skills
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Component Planning at Helios International School

Experiential Learning	Learning through hands-on activities, demonstrations, projects and real-life situations
Skill Integration	Integration of communication, financial, digital, vocational and life skills
Project-Based Learning	Students plan, create, implement and present practical projects

Collaborative Learning	Group activities to develop teamwork, leadership and interpersonal skills
Community Connect	Activities related to sustainability, social responsibility and community needs
Career Awareness	Progressive exposure to different occupations, skills and career pathways
Assessment	Observation, participation, project work, practical demonstration, reflection and presentation
Documentation	Activity records, student reflections, photographs, project outcomes and portfolios
Progression	Grade VI – exposure → Grade VII – skill development → Grade VIII – application → Grade IX – independent planning and career awareness

Pedagogical Outcome

The Kaushal Vikas and Kaushal Bodh programme for Grades VI–IX aims to move students from awareness and exploration to application, innovation and independent skill development. The programme provides opportunities for students to connect classroom learning with practical life, develop vocational awareness, strengthen 21st-century skills and become confident, responsible and self-reliant learners.

G1 Annual Events

Field Trip

Field trips play a crucial role in education by providing students with hands-on, experiential learning opportunities that go beyond the confines of the classroom. They enhance students' understanding of various subjects by allowing them to witness and engage with real-world applications of their studies. Field trips also stimulate curiosity, inspire creativity, and foster a deeper appreciation for the subject matter. Additionally, these outings promote social interaction and teamwork among students, helping to build important life skills. Overall, field trips enrich the educational experience, making learning more dynamic, memorable, and impactful. Understanding this at Helios, we organize field trips for students from Pre-primary till Grade VII. Below is the list of venues for Field Trip in Term 1 and Term 2.

Term -I		
Class	Date	Venue
I	26th July	Gram Sanskruti Udyan
II	26th July	Gram Sanskruti Udyan
III	12th April	Gram Sanskruti Udyan
IV	12th April	Gram Sanskruti Udyan
V	12th April	Gram Sanskruti Udyan
VI	12th July	Tribal Culture Museum/ ECO Kari
VII	12th July	Tribal Culture Museum/ ECO Kari
VIII	14th June	Shinde Chatri/ FTII/ Lalit Kala Kendra
IX	14th June	Shinde Chatri/ FTII/ Lalit Kala Kendra
X	14th June	Shinde Chatri/ FTII/ Lalit Kala Kendra

Term- II		
Class	Date	Venue
I	10th Jan	Empress Botanical Garden
II	10th Jan	Empress Botanical Garden
III	13th Sept	Sujata Mastani/ Monginis Factory
IV	13th Sept	Sujata Mastani/ Monginis Factory
V	13th Dec	National War Memorial Southern Command
VI	13th Dec	National War Memorial Southern Command
VII	13th Dec	National War Memorial Southern Command
VIII	8th Nov	Bisleri Plant/ Jenda Mark Robotics Company
IX	8th Nov	Patrakar Bhavan
X	8th Nov	Patrakar Bhavan

Coordination with Parents Community and School

Helios International School considers the parents as our family members! They are the strongest pillars of our school. We are blessed with intelligent, enthusiastic and expert parents who believe in basic philosophy of our school.

The school encourages parents to actively participate in various programs of school and inspire children in their areas of expertise.

The “Orientation Programme” is one such interesting event which establishes communication channel for new parents.

The “Parent Teacher Association” ensure that the significant pillars of school that is school management, teachers and parents work to gather and contribute for school development and improvement.

Parents can communicate with school through Email, MCB Parents Portal and telephonic conversations.

They can put in their suggestions in the suggestion box situated near the main office and also pen down their suggestions with the class teachers on interaction and open days.

They can communicate on annual and closure meetings, interaction and report days and by sending note through school diary.



