

KAMLA NEHRU SKV JANGPURA 1924037

Zone 25

District:South East

PRINCIPAL:
MS NEERU SHARMA

**Enrollment
2025-2026:
1023**

RESULT

V
98.38
(-1.6)

VI:
74.5
(+4.7)

VII:
76.92
(+1.2)

VIII:
75.37
(+5.9)

IX:
76.47
(+5.77)

X:
100
(+1.4)

XI:
90
(+13.9)

XII:
96.8
(-3.2)



Strategies for

**Strengthening Learning Outcomes
through Effective School Practices**

2025-2026

ROAD TO PROGRESS

— Every Step Today, A Better Result Tomorrow —

2020

CLASS 10th

42.8%

CLASS 12th

100%

2021

CLASS 10th

100%

CLASS 12th

100%

2022

CLASS 10th

69.3%

CLASS 12th

97.5%

2023

CLASS 10th

82.2%

CLASS 12th

90%

2024

CLASS 10th

100%

CLASS 12th

97.9%

2025

CLASS 10th

98.6%

CLASS 12th

100%

2026

CLASS 10th

100%

CLASS 12th

96.8%

COVID
PERIOD

Result at a Glance 2025-2026

Class / Stream	APP	PASS	PASS %	DEVIATION	Q.I	DEVIATION
Class V	62	61	98.38	-1.62	244.95	13.68
Class VI	102	76	74.5	4.71	336.5	-57.53
Class VII	91	70	76.92	1.29	389	-10.36
Class VIII	134	101	75.37	5.99	379.64	-7.57
Class IX	102	78	76.47	5.77	241.21	5.19
Class X	76	76	100	1.4	285.3	14.11
Class XI (Overall)	70	63	90	13.9	286.3	11.85
Class XII	63	61	96.8	-3.2	307.6	-8.4

Result Comparisons (Three Years)

	2025-2026						2024-2025						2023-2024			
Class	App	Pass	Pass%	Deviati on	Q.I	Deviati on	App	Pass	Pass%	Deviati on	Q.I	Deviati on	App	Pass	Pass%	Q.I
V	62	61	98.38	-1.62	244.95	13.68	69	69	100	0	231.27	-37.56	67	67	100	268.83
VI	102	76	74.5	4.71	336.5	-57.53	96	67	69.79	-30.21	394.03	29.74	124	124	100	364.29
VII	91	70	76.92	1.29	389	-10.36	119	90	75.63	-24.37	399.36	22.95	122	122	100	376.41
VIII	134	101	75.37	5.99	379.64	-7.57	147	102	69.38	11.12	387.21	17.21	115	67	58.26	370
IX	102	78	76.47	5.77	241.21	5.19	106	75	70.7	7.5	236.02	13.66	117	74	63.2	222.36
X	76	76	100	1.4	285.3	14.11	73	72	98.6	-1.4	271.19	2.81	74	74	100	268.38
XI	70	63	90	13.9	286.2	11.85	88	67	76.1	2.2	274.35	41.44	80	59	73.9	232.91
XII	63	61	96.8	-3.2	307.6	-8.4	55	55	100	2.1	316	-1	49	48	97.9	317

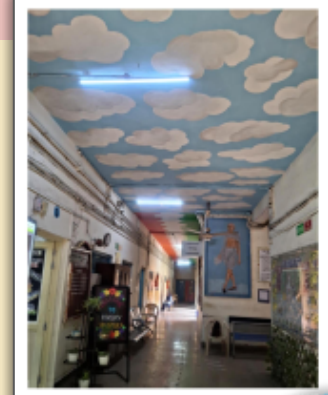
- Class VIII recorded one of the most significant improvements, rising from 58.26% (2023–24) to 75.37% (2025–26), showing strong recovery and better student performance.
- Class IX demonstrated steady progress with pass percentage improving from 63.2% (2023–24) to 76.47% (2025–26), indicating effective intervention strategies.
- Class X achieved outstanding consistency with 100% result in 2025–26, improving from 98.6% in 2024–25 and matching the benchmark of 2023–24.
- Class XI showed remarkable improvement, increasing from 73.9% (2023–24) to 90% (2025–26), reflecting strengthened academic mentoring and regular monitoring .

WELCOMING SPACES → HAPPY FACES

Positive and Welcoming School Environment

Attractive and colourful decoration of the school entrance and campus to make it engaging for students.

- Zoo-themed models and creative displays to create curiosity and excitement for young children.
- Student participation in decorating classrooms and corridors based on different themes.
- Clean drinking water facility available on every floor.
- Eco Club plantation drives to maintain a green and refreshing campus



Use of The 3 Rs of Learning: Revise, Reinforce, Retain

FROM REVISION TO RETENTION THE 3R- FORMULA

Revise:

Go over concepts regularly to keep them fresh.

Reinforce:

Strengthen learning through practice and application.

Retain:

Ensure long-term understanding and easy recall.

This is followed as a regular practice in the school, where revision is done after the completion of each chapter through tests or engaging revision activities.

Revise

Go over concepts regularly to keep them fresh

Topic-wise Collaborative Teaching (Revision)

Teachers divide topics among themselves based on their strengths and expertise.

- * One teacher focuses on concept explanation while another provides practice and reinforcement.

- * This ensures better clarity and deeper understanding of concepts.

- * Students benefit from varied teaching styles, making learning more engaging.

- * It leads to efficient syllabus coverage and improved learning outcomes

Practices:

- *Regular small tests for quick concept checking

- Subject-wise quizzes to make revision interactive

- Exit tickets at the end of class to assess immediate understanding

- No Hands System to ensure participation of all students

REINFORCE

Strengthen learning through practice and application.

Customised teaching and Layered Remedial Support (specially in Maths and Science)

To strengthen learning in Maths and Science the school organise Regular morning, after-school, and post mid-term remedial classes

The school conducts three-layer remedial classes for below-average, average, and above-average learners. These groups run in parallel and different teachers handle each group, bringing varied teaching approaches and strategies.ensuring that students receive customised teaching and practice according to their learning needs.

Additional teachers are also involved based on their subject expertise whenever required, ensuring effective academic support.

Benefits for Students:

- Personalised academic support
- Better concept clarity through multiple teaching approaches
- Reduced fear of Maths and Science
- Improved confidence and exam performance
- Effective bridging of learning gaps

Strengthening Foundational Literacy (Primary) through Support Classes

Students of classes IV and V who face challenges in reading and writing are provided extra classes after school.

- * Special emphasis is given to building foundational skills, especially for first-generation learners who need additional support.
- * Classes are conducted in an engaging and activity-based manner so that learning remains enjoyable and not burdensome.
- * Use of games and learning materials provided under Samagra Shiksha helps in bridging learning gaps.



Support class



Language Support for Afghani Students



To support primary students from Afghani backgrounds facing language challenges, the school provides additional academic assistance during their transition phase. Alumni of Afghan nationality are engaged to guide these students in a familiar language, helping them understand concepts more effectively and adjust comfortably to the school environment.

This peer-supported approach has strengthened students' confidence in reading and writing and has ensured smoother integration into the school system.

The positive impact of this practice is also reflected in improved performance in NIPUN foundational learning outcomes.

Self-Paced Learning

(ICT BASED)

- ICT is used to promote self-paced learning and help students monitor their own progress.
- Preloaded digital content is introduced in class VI and is planned to be extended to class VII from this session. Its effect could be seen in the performance of students.
- Students learn independently through interactive modules, practice exercises, and instant feedback.
- This approach has proved beneficial as students remain engaged, take ownership of their learning, and progress at their own pace.



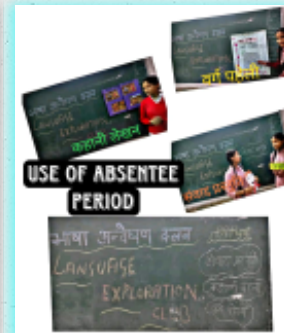
Productive Use of Absentee Periods

Absentee periods are effectively utilized for conducting language and visual activities.

* Activities are pre-planned to ensure meaningful engagement of students. Like samvad prastuti, varg Paheli, kahani lekhan et cetera or slogan writing, poster making

* This ensures no loss of learning time and keeps students actively involved.

* Students enjoy these sessions, making it a productive and engaging use of otherwise free periods.



RETAIN

Ensure long-term understanding and easy recall.

Collaborative Teacher Discussions (Charcha)

The school conducts regular Charcha sessions as a collaborative platform for professional learning and sharing of innovative teaching practices. Every week, one faculty member presents a pedagogy or teaching-learning material successfully used in their classroom for a specific topic. In the following week, other teachers share their feedback after implementing the same strategy in their own subjects, highlighting modifications made and its impact on student engagement. The cycle then continues with another teacher presenting a new pedagogical approach.



Innovative Pedagogies for Effective Learning

It is ensured that different subject teachers adopt varied strategies in their respective subjects to enhance participation, critical thinking, and better understanding.

- Frayer Model
- Team–Pair–Solo
- Jigsaw Learning

Rotational Learning Station

- Centre-In Centre-Out
- Mind Mapping

Frayers model



Centre-In Centre- Out



Student Participation in TLM Using Sustainable Materials

The school promotes the use of Teaching Learning Materials (TLMs) made from locally available and sustainable resources. Students actively assist teachers in preparing these materials and, with proper guidance, also create TLMs for different topics.

These student-created TLMs are then used during classroom teaching, where students explain concepts to their classmates with teacher support. This makes the classroom more student-led, interactive, and participative, as learners take an active role in presenting and discussing the topic. Such opportunities build confidence and help students develop a stronger sense of ownership towards learning.



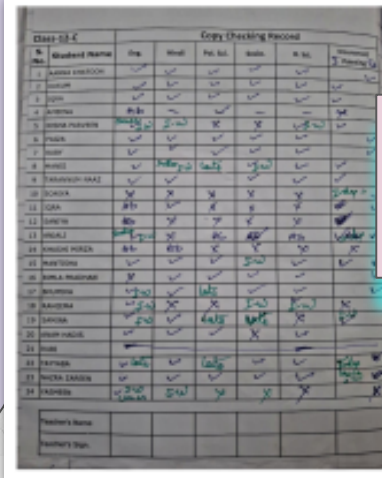
FROM MICRO MONITORING to MACRO IMPACT

Tracking Academic Progress

- Regular record of students' academic performance helps in monitoring progress.
- Class-wise and student-wise analysis helps in identifying learning gaps.
- Enables timely and targeted interventions for better learning outcomes.
- Timely → Support is given as soon as a problem is noticed, not after exams.
- Targeted → Help is specific to the student's need (not the same for everyone)

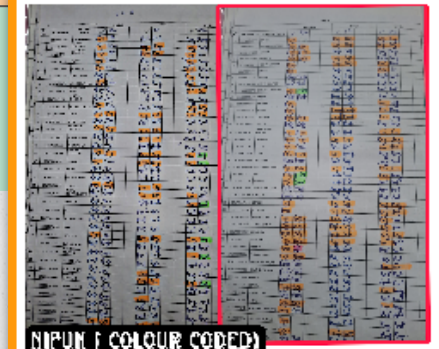


Marks
Record



Copy
Checking
Record

NIPUN Colour-Coded Tracking of Student's Progress



NIPUN (COLOUR CODED)

Student's progress is monitored using a colour-coded system, categorizing learners as beginner, emerging, and proficient.
* This helps in easy identification of learning levels at a glance.

NIPUN ASSESSMENT DATA

		English			Hindi			Maths		
Class	Total Students	Beg.+Emerging Group			Beg.+Emerging Group			Beg.+Emerging Group		
		Base Line Data	Annual Result/Pass	Fail	Base Line Data	Annual Result/Pass	Fail	Base Line Data	Annual Result/Pass	Fail
VI-A	58	18	16	2	24	19	5	14	14	0
VI-B	58	35	24	11	31	19	12	29	18	11
Total	116	53	40	13	55	38	17	43	32	11
VII-A	42	16	13	3	15	9	6	6	5	1
VII-B	51	35	29	6	25	24	1	24	14	10
Total	93	51	42	9	40	33	7	30	19	11
VIII-A	46	18	17	1	18	15	3	15	7	8
VIII-B	46	32	26	6	27	27	0	25	17	8
VIII-C	42	30	28	2	16	11	5	21	15	6
Total	134	80	71	9	61	53	8	61	39	22
Grand Total	343	184	153	31	156	124	32	134	90	44

Collaborative Approach



**Discussion
on students
performance**

Regular tracking of students' academic performance helps in identifying learning gaps.

- * Continuous discussion with class teachers, subject teachers, and peers ensures better understanding of issues.(factors like attendance, emotional well-being, parental support, and family responsibilities.)

- * This leads to timely, targeted, and effective interventions through proper coordination.



LEARNING BEYOND CLASSROOM – THE POWER OF SCHOOL ENVIRONMENT

Parallel House System for Active Student Participation

The school follows a four-house system where responsibilities like prayer assembly, recess management, discipline, and exit dispersal are assigned on a monthly rotational basis. All four houses work together simultaneously, with different duties assigned to each house.

This system ensures maximum student participation, as students from all houses remain actively involved throughout the month in managing school activities in a coordinated manner.

Benefits for Students:

- Shared responsibility and teamwork
- Development of leadership skills
- Sense of ownership towards school discipline and functioning

HOUSE ON DUTY (2026-27)

MARY COM	P.V. SANDHU	MITHALI RAJ	MEERA BAI CHANU
INCHARGE – SUNITA	INCHARGE – TANUJA PANDEY	INCHARGE – MANJU RANI	INCHARGE – ALKA BHATNAGAR
CO-INCHARGE – PRIYANKA	CO-INCHARGE – BABITA (SEATHS)	CO-INCHARGE – SADIYA	CO-INCHARGE – USHA
KANCIAN	SAKSHI	PROMILA	SAREKA
SEEMA YADAV	SONIA	SEEMA	GARIMA
MUKESH	NANCY	BABITA (LIB.)	NEEMA
VINEET BALA	JYOTI	YOGITA	RENUKA
CHIRU	HEMWATI	ROSHNI	FATIMA
AKLA VERMA	SANJU	SAVITA	VAIBHAV

MONTH	ACTIVITIES			
JUN	PRAYER	MID DAY MEAL	DISCIPLINE	CLEANLINESS
JUL	MID DAY MEAL	DISCIPLINE	CLEANLINESS	PRAYER
AUG	DISCIPLINE	CLEANLINESS	PRAYER	MID DAY MEAL
SEP	CLEANLINESS	PRAYER	MID DAY MEAL	DISCIPLINE
OCT	PRAYER	MID DAY MEAL	DISCIPLINE	CLEANLINESS
NOV	MID DAY MEAL	DISCIPLINE	CLEANLINESS	PRAYER
DEC	DISCIPLINE	CLEANLINESS	PRAYER	MID DAY MEAL
JAN	CLEANLINESS	PRAYER	MID DAY MEAL	DISCIPLINE
FEB				
MAR	PRAYER	MID DAY MEAL	DISCIPLINE	CLEANLINESS

Discipline – Exit of students from classroom to assemble for Morning Prayer, uniform, exit duty, late comers.

Cleanliness – Monitor cleanliness and hygiene activities

Everyday activity under **Prayer** :

Monday	Story, newspaper reading
Tuesday	Poem, thought of the day
Wednesday	PT, Yoga
Thursday	Thought of the day, Newspaper reading
Friday	Thought of the day, Newspaper reading
Saturday	Yoga

– Activities to be done related to **festivals** falling during the month

– **Recess duty** – to assign the task of recess duty for all houses

From Empty to Empowering: A Space for Reading, Reflection, and Career Exploration

- * We successfully repurposed an underutilised open area into a high-value space for academic study.
- * By strategically using existing resources, we achieved a high-impact transformation with minimal cost.
- * It is a quiet, "distraction-free" zone where students can really focus on their books.
- * Having their own special corner makes students feel more independent and responsible.
- * It is the perfect spot for students to Revise their notes, Reinforce what they know, and Retain what they've learned.



A dedicated space where students can explore career options, discuss future goals, and discover pathways that align with their interests and aspirations.

