



RKV

SENIOR SECONDARY

SCHOOL

The Home of Tomorrow's Leaders
Affiliated to the CBSE, New Delhi

**ANNUAL
PEDAGOGICAL PLAN
YEAR: 2026-2027**

INTRODUCTION

Pedagogical planning includes how teachers and students related together as well as the instructional approaches implemented in the classroom.

Effective pedagogical planning along with supporting activities can lead to academic achievement, social and emotional development of a child.

Pedagogical analysis is selection of appropriate objectives and strategies in various instructional situations to assess the levels of actual learning at the end.

INFORMATION ABOUT SCHOOL

1. **NAME OF THE SCHOOL:** RKV SENIOR SECONDARY SCHOOL
2. **ADDRESS:** EDAYARPALAYAM PIRIVU, KUNIYAMUTHUR, COIMBATORE-08
3. **PHONE NO.:** 0422-2252878
4. **EMAIL ID:** rkvss.cbse@gmail.com
5. **WEBSITE:** rkvss.in
6. **NAME OF THE PRINCIPAL:** Mrs. ROJA RAMANI R.
7. **CONTACT NO.:** 9042617150
8. **SCHOOL DETAILS:**
 - * **Affiliation No.:** 1930082
 - * **School Code:** 55002
9. **Type of School:**
 - * **Urban**
 - * **Senior Secondary**
 - * **Co- Education**

PEDAGOGICAL PLAN COMMITTEE

NAME	DESIGNATION	ROLE IN PPC
Mrs. Roja Ramani R.	Principal	Monitoring and Preparation of annual pedagogical plan & pedagogic strategies
Mrs. Jansi Emlet Rani	HM	Preparation of annual pedagogical plan
Ms. Priyankaa R.	Coordinator	Curriculum development & advisory
Mrs. Roshini	Coordinator	Curriculum development & advisory
Mrs. Ruth Jessy	Coordinator	Curriculum development & advisory

VISION AND MISSION OF SCHOOL

The Home of Tomorrow's Leaders

1. Confidence to Lead

We empower every student to discover their potential, build self-confidence, take initiative, and actively participate in academics, sports, cultural activities, and leadership opportunities.

2. Competence to Succeed

We nurture a growth-oriented and competitive spirit through competency-based and experiential learning, developing students' communication, creativity, critical thinking, problem-solving, teamwork, and decision-making skills.

3. Character to Make a Difference

We shape responsible and compassionate young individuals who demonstrate integrity, discipline, empathy, and leadership, preparing them to face the future with confidence and contribute positively to society.

School's Values

At **The Home of Tomorrow's Leaders**, we believe that leadership begins with strong character. We nurture students through the core values of **integrity, honesty, responsibility, respect, patriotism, empathy, and teamwork**. We encourage every child to practice these values in school and in society, preparing them to become **ethical, confident, responsible, and compassionate leaders of tomorrow**.

Area of Strength

Our strength lies in **strong and visionary leadership** with a clear focus on preparing students for the future. We promote **digital learning, innovative thinking, strategic planning, effective organization, collaboration, and continuous improvement**. We provide purposeful opportunities for both students and staff to **learn, explore, innovate, take responsibility, and develop leadership skills**.

Area of Improvements

We aim to strengthen **communication skills and language proficiency**, enabling every student to express themselves with confidence. We will work closely with parents to develop a **broader and future-focused perspective**, encouraging openness to new ideas and educational approaches.

OUR EDUCATIONAL PRIORITIES

- **Academic Excellence & Foundational Learning** – Strengthening academic outcomes with a strong focus on Foundational Literacy and Numeracy (FLN).
- **NEP 2020 & Future-Ready Education** – Meaningful implementation of NEP 2020 with emphasis on holistic, multidisciplinary, and competency-based learning.
- **Research, Innovation & Problem Solving** – Nurturing curiosity, design thinking, creativity, research skills, and the ability to solve complex real-world problems.
- **Skills & Real-World Learning** – Developing 21st-century, vocational, and life skills by connecting classroom learning with real-world experiences.
- **Empowered Teachers & Responsible Technology** – Enabling teachers through continuous professional development and using technology effectively, safely, and responsibly.
- **Student Voice, Well-being & Happiness** – Giving students voice and choice while fostering mindfulness, emotional well-being, confidence, and a joyful learning environment.

PEDAGOGICAL SOLUTION

A **Pedagogical Plan** a year-long roadmap that guides teachers and the school in creating an effective, purposeful, and learner-centred teaching and learning environment. It provides a clear pathway to translate our **vision and motto, “The Home of Tomorrow’s Leaders,”** into meaningful classroom practices.

The plan focuses on making learning **constructive, collaborative, integrative, reflective, experiential, and inquiry-based**. It encourages students to achieve learning outcomes through **doing, exploring, questioning, creating, and applying knowledge** rather than simply receiving information.

Our teachers take on the role of **mentors and facilitators**, using real-world situations, practical experiences, projects, activities, and diverse resources to make learning relevant and meaningful. The plan also promotes **interdisciplinary learning**, connecting different subjects through integrated activities and projects.

Through experiential learning, creativity, collaboration, and reflection, the Pedagogical Plan develops students' **critical thinking, communication, problem-solving, creativity, confidence, and leadership skills**. It also encourages aesthetic appreciation and curiosity, helping every learner grow academically, socially, emotionally, and ethically.

Thus, our Pedagogical Plan provides a structured pathway to develop **confident, competent, creative, and responsible young leaders who are ready to shape the future**.

FOCUS ON ACADEMIC EXCELLENCE

Our Commitment:

To provide high-quality education that promotes academic rigor, strengthens foundational and subject-specific competencies, and equips students with the knowledge, skills, and confidence to succeed in a dynamic world.

Key Initiatives

- **Curriculum Excellence:** Regular faculty meetings to review curriculum developments and align teaching practices with CBSE/State guidelines.
- **Collaborative Parent Engagement:** Clear and consistent communication with parents through orientations, circulars, and academic updates.
- **Personalised Learning:** Use differentiated instructional strategies to address diverse learning needs and learning profiles.
- **Data-Driven Improvement:** Conduct detailed class-, section-, and subject-wise analysis of learning outcomes, with focused attention on key transition and board classes.
- **Early Intervention & Remediation:** Identify learning gaps early, maintain comprehensive student records, implement targeted remediation, and analyse its impact after each term.
- **Student Voice & Continuous Improvement:** Systematically gather student feedback on teaching-learning practices and use insights to improve classroom experiences.
- **Strengthening Mathematics:** Implement focused strategies to improve conceptual understanding, application, and achievement in Mathematics across all grades.

BUILDING EMPLOYABILITY & FUTURE-READY SKILLS

Our Commitment:

To integrate skill-based education, entrepreneurship, vocational learning, and career exposure into the curriculum, enabling students to develop practical competencies, an entrepreneurial mindset, and the skills required for future pathways.

Key Initiatives

- **Career Awareness & Guidance:** Organise expert talks, career guidance sessions, and exposure programmes for students in Classes IX–XII.
- **Foundational Skill Development:** Implement CBSE skill modules for Classes VI–VIII, ensuring every student develops proficiency in at least two essential skills before entering the secondary stage.
- **Continuous Review of Skill Programmes:** Conduct annual assessment and review of skill-based courses to ensure relevance, quality, and impact.
- **Industry & Higher-Education Connect:** Provide students with meaningful exposure, industrial visits and career-linked experiences.

EMPOWERING STAFF FOR EXCELLENCE

Our Commitment:

To empower every staff member to be a caring teacher, competent educator, reflective practitioner, and collaborative professional leader who contributes meaningfully to student success and school improvement.

Key Initiatives

- **Need-Based Professional Development:** Identify professional learning needs through collaborative discussions, individual teacher conversations, and subject-wise committees.
- **Continuous Professional Learning:** Provide sustained opportunities for teachers to strengthen subject knowledge, pedagogical practices, leadership skills, and professional competencies.
- **Reflective Practice:** Promote reflection, metacognition, and evidence-based self-evaluation to help teachers continuously improve their classroom practices.
- **Collaborative Learning Culture:** Strengthen subject committees, peer learning, mentoring, and professional dialogue to foster collaboration and shared expertise.
- **Teachers as Change Leaders:** Encourage teachers to critically examine the impact of their practices on student learning and empower them to initiate and lead meaningful improvements.

STRENGTHENING PARENT–SCHOOL PARTNERSHIP

Our Commitment:

To engage parents as informed, active, and collaborative partners in their child’s educational journey, fostering a strong school–home partnership that supports student growth and well-being.

Key Initiatives

- **Meaningful Parent Engagement:** Create innovative and purposeful opportunities for parents to participate in and support their child’s learning journey.
- **Parent Expertise & Career Connect:** Invite parents to share their professional expertise, career journeys, and areas of interest with students.
- **Parent Leadership & Partnership:** Establish Parents to collaborate with school leadership in strengthening communication, systems, and school practices.
- **Feedback for Continuous Improvement:** Develop structured mechanisms to gather, analyse, and act upon parent feedback as **feed-forward** for ongoing school improvement.

Our Teaching Learning Approach

Our teaching learning approach will be in accordance with NEP promoting constructivism, collaboration, inquiry, reflection and integration. The stage appropriate teaching learning approaches will be followed :

Stage	Teaching Learning Approach
Secondary Stage IX-XII	• 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

Foundati on Stage PS-Class II	• Play way method • Self-paced individual learning • Social group based learning • Focus on self-awareness & communication • Focus on development of language skills
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Institutional Goals

Annual Goals	• NEP & Curriculum Implementation – NEP 2020, NCF-FS 2022 & NCFSE 2023. • Academic & Co-Curricular Excellence – Excellence in learning and student development. • Innovative Teaching-Learning – Differentiated, personalised learning and effective use of Generative AI. • Holistic & Inclusive Development – Nurturing every child in an equitable and inclusive environment. • Teacher Empowerment – Developing teachers as reflective practitioners and agents of change. • Parent & Community Connect – Strengthening partnerships for student success and well-being.
Strategies	• Curriculum & Teacher Capacity Building – Strengthen teacher competencies in NCF-FS 2022, NCFSE 2023, AI tools, and collaborative learning. • Targeted Academic Support – Early identification, focused teaching, structured remediation, regular assessment, and constructive feedback. • Technology-Enabled Learning – Effective use of LMS, ICT tools, and digital resources for revision, assessment, and learning enhancement. • Innovative Pedagogy – Leverage AI for content creation, assessment, and administrative efficiency. • Innovation & Entrepreneurship – Strengthen Innovation Cell, ATL, Robotics, and Rotract Clubs through experiential learning.

Long Term Goals	• Modern Infrastructure –Libraries & activity rooms. • Vocational Education – Introduce relevant vocational subjects and skill-based learning. • Technology-Enabled Learning – Leverage technology to enhance learning outcomes and arts education. • Indian Games & Sports – Promote National games and traditions. • Girls in Sports – Encourage greater participation of girls in games and sports. • Alumni Engagement – Build active and meaningful engagement with school alumni.
Strategies	• ICT Capacity Building – Train teachers to use ICT effectively for better learning outcomes. • Arts & Technology – Equip Visual & Performing Arts teachers with technology-enabled teaching skills. • Sports Excellence – Appoint full-day coaches and strengthen supervision and accountability. • Alumni Connect – Expand the alumni database and reconnect with early graduating batches.

PPC Meetings to Develop APP (DECEMBER 2025 TO FEBRUARY 2026)

DATE	STAKEHOLDERS CONSULTED	REMARKS
December 2025	• Academic Council • Sports Council • Principal • Headmistresses • Sports Incharge • Examination Incharge	• Planning of the year long calendar of activities - co-curricular & club activities, interschool program. • Framing the assessment schedule & PTMs • Planning of School functions • Chalking calendar of Sports Activities • Drawing the schedule of thematic Morning Assemblies
January 2026	• Principal • Headmistresses • Time Table Committee • HOD's	• Planning the constitution of different sub committees, appointment of coordinators , HoDs& Incharges • Framing the staff duty list • Calculation of workload & timetable allotment of classes and labs. • Developing Pedagogical plans department wise (Ex. Art Education, usage of tabs, developing integrated approach in teaching).

February 2026	• Principal • Headmistresses • 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
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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 • Headmistresses • Sports Incharge • Examination Incharge • 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.

Coordination with Stakeholders (Inter- personal relationship with stakeholders)

STAKEHOLDERS	METHODS OF COMMUNICATION	WAYS OF INVOLVEMENT	ACTIVITIES PLANNED
School Managing Committee	• Email • Whatsapp Groups • 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, • School app • Official facebook/instagram • School email, • School calendar • School almanac • Phone calls • SMS • Personal letters • PTMs.	• Parents are allowed to meet the Principal/HMs/AD with a prior appointment. • Parents are invited to attend school functions like Annual Day, Grandparents Day, etc. • Parents give feedback for betterment during PTMs. • 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. • Parents are members of Safety & Security Committee	• Regular PTMs • Quarterly PTA • Fun games / Ramp walks for parents and grandparents • Grandparent' Day celebration • Fathers day celebration
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Faculty/ Staff	• General Body Meetings • Departmental Meetings • Faculty Meetings • Meeting of Class Coordinators • Whatsapp Groups • Teachers' Handbook • Personal Letters	• Curriculum planning • Pedagogical planning • Curation of Innovative Calendar activities • Organization of school functions • Coordinating students' activities • Coordinating parental engagement	• Duty roaster 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,etc. • Superannuation felicitation • staff gatherings /picnics
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STUDENTS	• School website, • Class whatsapp groups • Official facebook /instagram • School email, • School calendar • School almanac • Phone calls • SMS • Personal letters • PTMs	• Classroom Helpers • Art & Craft Activities • Storytelling & Puppet shows • School Events • Clubs & Societies • Student Council • Volunteer Work • Sports & Games • cultural Events • Student Ambassadors • School Magazine • Science Fairs & Exhibitions • Environmental Initiatives	• Regular Classroom Interaction • School assemblies • Teacher Talk • Events & special days of celebration • Intra class & Inter House activities • Modules/videos on Interactive Panel • Class room discussions • Sports activities
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NPSC	• Emails • Whatsapp	• School, staff and students are actively involved in activities and programmes curated by NPSC	• NPSC Annual Conference • NPSC training sessions for staff • Collaborative activities • Donation Drive • Clean Diwali Campaign
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A3 Board Examination at a Glance 2025-2026

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASSED	PASS PERCENTA GE	NUMBER OF STUDENTS SCORING MARKS BETWEEN 90% TO 100%	NUMBER OF STUDENTS SCORING MARKS BETWEEN 80% TO 90%	SPECIAL REMARKS (IF ANY)
X	103					All passed
XII	72	69				2 students appeared for compartment.

A5 Major School Achievements including Academic, Co-scholastic, Sports, International / National recognitions for the school as well as individuals

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

<u>Actionable 1:</u>	1	2	3	4	5
Ascertain the needs for professional development through collaborative practises.					
<u>SUB POINTS</u>				✓	
• 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.			✓		
<u>Actionable 2:</u>					
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.				✓	

• 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.				✓	

<u>Actionable 3:</u>	1	2	3	4	5
Promoting reflective thinking and meta cognitive thinking practices amongst the teachers					
• 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.			✓		

<u>Actionable 4:</u> Empowering teachers to become agents of change					
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• 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.			✓		

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

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

• Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.				✓	
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<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.				✓	
<u>Actionable 3: Opportunities for student learning and innovation.</u>					
• 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 , 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.				✓	
<u>Actionable 3:</u>					
Encourage teachers to become reflective practitioners					
• Guide teachers on how to achieve their SMART goals.			✓		
• Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.			✓		

• Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible		✓			
• Demonstrate to teachers what outstanding practice looks like by co-teaching with them.			✓		

<u>Actionable 4:</u>					
Build teacher competency in using data to improve Teaching Learning Process.					
• Assist teachers in understanding the importance of student assessment for improving learning.			✓		
• Focus on assessments for and as learning.		✓			
• Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.			✓		
• Collaborate with teachers while interpreting the data on student assessment to design action research programmes.		✓			

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

<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.			✓		

<u>Actionable 3:</u>					
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.			✓		
<u>Actionable 4:</u>					
Encouraging teachers to deepen 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.			✓		

<u>Actionable 5:</u>						
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.			✓		
<u>Actionable 2:</u>					
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.			✓		
<u>Actionable 3: Adopting Inclusive teaching practices</u>					
• 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.					
<u>Actionable 4</u>					
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.				✓	

A 8 Insights after assessing the Actionables

DESCRIPTOR	INSIGHTS
Engaging in teachers professional development	However, greater focus is needed on reflective thinking and metacognitive practices. Checklists, rubrics, and reflective journals should be used to help teachers reflect on their practices, identify areas for improvement, and enhance their professional growth.
Initiating innovations in the school	However, collaboration with schools, colleges, universities, and organizations at the local, national, and global levels needs to be strengthened to further promote innovation.
Leading the teaching learning process	The school provides a conducive environment for meaningful teaching and learning. Teachers collaborate in planning and adopting innovative pedagogical practices, and policies for a psychologically safe environment are in place. However, parental engagement needs to be strengthened to involve parents more actively in their child's educational journey.

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	Focus needs to be on use of ICT, digital resources and assistive technology to provide meaningful learning experience to children.

SECTION – II

PLAN FOR THE ACADEMIC YEAR (2026-2027)

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

CLAS S	LKG	UKG	I	II	III	IV	V	VI	VII	VIII
Number of Sections	4	3	4	4	4	3	3	3	3	3
Studen ts on Roll	126	103	149	147	145	120	111	114	127	114

CLASS	IX	X	XI	XII	STREAMS AND SUBJECTS IN SR. SECONDARY LEVEL (XII ONLY)			
					SCIENC E	COMMER CE	HUMANIT IES	VOCATIO NAL
Number of Sections	3	3	2	2				
Students on Roll	79	106	70	73				

B) Curriculum Planning

B1) School Curriculum Committee(Suggested members- HOD's, Subject coordinators,examination incharges,Class coordinators)

NAME OF THE MEMBER	DESIGNATION IN THE COMMITTEE
Mrs. Roja Ramani	Principal
Mrs. Jansi Emlet Rani	HM
Ms. Priyankaa	COORDINATOR
Mrs. Roshini	COORDINATOR
Mrs. Ruth Jessy	COORDINATOR

Ms. Priyankaa/ Mrs. Roshini	Incharge Exam Dept
Ms. Rukshana	HOD English
Ms. Hemalatha	HOD Maths
Mr. Krithiga	HOD Science
Mr. Mohandas	HOD SST
Ms. Mahalakshmi	HOD Hindi
Ms. Packiamani	HOD Tamil
Ms. Saranya	HOD Computer

Link of Lesson Plan & Activity

KG to GRADE 5

https://drive.google.com/file/d/1UpUqPJrJL_348rOLU7p4Pxz7LZGNEoqS/view?usp=sharing

GRADE 6 to 12 -TEXT BOOK LIST

https://drive.google.com/file/d/1o_RH7w1vWWqbKYp42Ys30-9dRg6Dp2o-/view?usp=drive_link

Selection of books and study material –

Done by

1. Advisory Council (CES)
2. Library Advisory Committee headed by Principal, HM'S & Subject HOD's

Classwise (PS-XII) book list :

Link of Book list

KG to GRADE 5 -TEXT BOOK LIST

https://drive.google.com/file/d/12SI9ntuKxqYr_9Unzkz-DFmQ1eE84oed/view?usp=drive_link

GRADE 6 to 12 -TEXT BOOK LIST

https://drive.google.com/file/d/1xXzbv4Qu-SfcXivli2P2-RFhDBYk_qNk/view?usp=drive_link

- (a) Subjects offered at various level

LINK of TIMETABLE

KG to GRADE 5 TIME TABLE

https://drive.google.com/file/d/14L0fxebiH-2MpAWoCIVqagRJ_rQEtiSk/view?usp=drive_link

GRADE 6 to 12 TIME TABLE

https://drive.google.com/file/d/1DnSYJbEW0frpB_TpxdJ8rSfdzc_pHZmv/view?usp=drive_link

C5) Co-Curricular Activities

CCA

MONTH	CLASS	NAME OF THE COMPETITION
JUNE	III to V	RECITATION
	VI to VIII	STORY TELLING
	VI to XII	DEBATE
JULY	LKG & UKG	COLOURING
	I & II	DRAWING & COLOURING
	III to V	THIRUKKURAL
	VI to XII	SCIENCE & MATHS QUIZ
AUGUST	LKG, UKG, I & II	SPEECH ABOUT NATIONAL LEADERS
	III to VIII	PATRIOTIC SPEECH
OCTOBER	LKG, UKG, I & II	SPEECH ABOUT MAHATMA GANDHI
	III to V	SHOW AND TELL
	VI to XII	MATHS & SCIENCE EXPO
NOVEMBER	LKG, UKG, I & II	SPEECH ABOUT DIWALI / HANDWRITING
	III to V	DEBATE
	VI to VIII	THIRUKKURAL
DECEMBER	LKG, UKG, I & II	SPEECH ABOUT CHRISTMAS
JANUARY	LKG, UKG, I & II	SPEECH ABOUT PONGAL / THIRUKKURAL
	III to V	QUIZ
FEBRUARY	UKG, I & II	QUIZ

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.

Link of certificates

https://drive.google.com/file/d/1cZ370KjU0WkEY5rKu0aN-5BIozxn0JQp/view?usp=drive_link

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
Teacher Quarterly & Annual Proforma	Per Quarter Yearly Basis	PRINCIPAL	Assignments, assessments & initiatives taken up by teachers in co-curricular activities will be evaluated.

DESCRIPTOR 1: ENGAGE WITH TEACHERS PROFESSIONAL DEVELOPMENT

Actionable: Create opportunities for continuous and comprehensive professional learning

Actionables	Step 1 – Where are we now as school?	Step 2 – What do we need to do in the coming year?	Step 3 – How will we achieve? (What we want to do?)	Step 3 – Who is responsible ?	Step 4 – Timeline for implementation
Encourage teachers to observe and study effective instructional practices	Sharing of effective pedagogy happens during microteaching that is conducted periodically	Provide greater opportunities to observe colleagues' pedagogical practices for professional peer-learning.	• Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.	VP/HMs/C C	April 2026 – March 2027

Organize in-school workshops, trainings and talks	Trainings and workshops are conducted periodically but extent of implementation of learning is hardly followed.	Conduct need analysis and plan sessions and IT training for effective use of ICT driven pedagogy.	• Analyse feedback and measure extent of implementation through classroom observation.	Principal/VP/HMs/CC	April 2026 – March 2027
Encourage teachers to enroll for online professional courses/ Design professional development modules using technology	Teachers have completed online certifications, but the choice of topics is random.	Teachers to do goal setting for professional growth as per individually identified training needs.	• Encourage teachers to enroll for online professional courses for advanced learning from portals like DIKSHA, SWAYAM	VP/HMs/Teachers	April 2026 – March 2027

Create learning groups	Teachers teaching mathematics have already created learning groups to identify learning gaps and implement age specific strategies to improve performance in mathematics.	We need to identify the learning gaps in SST & Hindi and plan strategies to improve performance in the said subjects.	• Teachers teaching SST & Hindi will create similar learning groups to identify the learning gaps in the respective subjects , workout effective strategies & plan of action to be carried on	VP/HMs/CC	April 2026 – March 2027
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