

PUSHPA CONVENT HIGHER SECONDARY SCHOOL

NEAR UJJAIN KOTA ROAD, CHHAWANI, AGAR MALWA,

DISTRICT AGAR MALWA,M.P., PINCODE – 465441

ANNUAL PEDAGOGICAL PLAN 2026-2027



ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

School Name: PUSHPA CONVENT HIGHER SECONDARY SCHOOL

District : AGAR MALWA

State : MADHYA PRADESH

Affiliation Number: 1030534

UDISE Number : 23510801206

Academic Session: 2026-2027

Principal's Name: Mr. JOSY MATHEW

TABLE OF CONTENTS

S.NO	CONTENT
1	Pedagogical plan 2026-2027
2	Vision, Mission, focus of the school
3	Pedagogical plan committee
4	Meeting plan
5	Goals to be achieved- Annual & long term
6	Values of school
7	Swot Analysis
8	Curriculum planning & its transaction
9	Sample of subject teachers curriculum template
10	Scholastic evaluation
11	Academic calendar 2026-27
12	Session for teacher for the academic year 2026-27
13	Assessment training needs of teachers
14	Co-ordination with parents
15	Pupil's well being
16	Special learning needs essential
17	Remedial classes
18	Events, Competitions schedule 2026-2027
19	Community outreach programmed
20	Annexure-1 Rating Scale
21	Annexure - 2 Descriptors one to six

PEDAGOGICAL PLAN 2026-2027

- ❖ **Adopting holistic approach**
- ❖ **Being responsive to children**
- ❖ **Planning & implementing learning through play**
- ❖ **International teaching**
- ❖ **Creating physical & social learning environments that have a positive impact on children's learning**
- ❖ **Innovative approaches**

VISION, MISSION AND FOCUS OF THE SCHOOL

VISION:

- ❖ To bring the goodness from each child
- ❖ To provide holistic education with Montessori
- ❖ To uphold their own self and their fellow beings

MISSION:

We Facilitate Our Children

- ❖ To Connect
- ❖ To Commit
- ❖ To Change

FOCUS:

The school is affiliated to CBSE (Central Board of Secondary Education) which envisions a vibrant robust and holistic school education. We aim to engender, excellence in every sphere of human endeavour. We are committed to promote intellectual, social, cultural and vivacity among students. Te curriculum proposes to set quality benchmarks in school education consistent with the national goals. We prepare the children to adopt innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles. NEET/IIT Olympiad, NTSE coaching is integrated in the regular curriculum to foster students to take up professional courses in future.

Montessori acclaims the superiority of all learning methodologies as in the freedom of choice of subjects and depth of learning. Montessori promotes environment rather than classroom gives energy to the children to learn through their own experience and at their own pace. The system fosters the growth of functional independence and self regulation.

PEDAGOGICAL PLAN COMMITTEE 2026-2027

NAME	DESIGNATION	ROLE IN PPC
Fr. Shiju PG	Manager	Initiating, planning and guiding
Mr. Josy Mathew	Principal	Initiating, planning and monitoring
Mrs. Ducal Sonwane	Vice Principal	Initiating , planning and guiding, Olympiad, NTSE Preparation
Mrs. Annie Dandel	PGT	Planning, guiding and execution
Msr. Tresa Joseph	PGT	Planning, guiding and execution
Sr. Marykutty Mathew	TGT	Planning, guiding and execution

MEETINGS PLAN FOR IMPLEMENTATION

First week of every month

1. June 2026
2. July 2026
3. Aug 2026
4. Sep 2026
5. Oct 2026
6. Nov 2026
7. Dec 2026
8. Jan 2027
9. Feb 2027
10. March 2027

ANNUAL AND LONG TERM GOALS

Academic Goals

Goals to be achieved

Annual Goals

1. To achieve effective learning outcome
2. Time Management
3. Discipline with responsibility
4. Applying knowledge in day to day life
5. Getting prepared to face any type of exams
6. Overall global competency confidence developed through curriculum.

Long Term Goals

1. To be a responsible literate citizen
2. Developing skills of their internet
3. Equipping justice, patience and equality with all who come across
4. Boosting self confidence through spoken English, digital technology, coding, Artificial Intelligence, GK, current affair, NTSE, Olympiad, BLPS, Mindspark ,etc.

21ST Century Skills : Focus on the following

- Time management
- Money management
- Food or nutritional knowledge
- To know about gardening and agriculture to cultivate our own vegetables, greens in a small scale.
- Life skills – Cooking, driving, Cycling, Sewing, Banking, Booking tickets or Online purchase, Earning ideas, Appreciating all arts, Sculpture, Carpenter, Flowerist, Goldsmith , Fruit or Vegetable vendors and getting practical knowledge and improving skills to run their livelihood.
- Dance, Sports, Mechanics, visual communications, tourism, music, instruments, singing etc as a supporting skill for future.

Expected Outcome

- Students to be aware of their skills and apply to live better even after completing higher secondary classes.

Behavioral Goals

- Learning with responsibility
- Learning with awareness of natural resources and adapting to seasons.
- To be noble in thoughts, words & deeds.

SWOT ANALYSIS

School's Values:

- Secularity without bias in religion or language
- Learning with discipline
- Principal role method and straight forward parting impartiality in all levels
- Games, ECA, Yoga are given importance
- Holistic education is focused.
- Safety of the students and mental health are given priority.

Strength

- Management
- Parents
- Teachers
- Students

Opportunities

- Resource persons
- Hubs schools
- Webinars
- Virtual meets

Weaknesses

- Non Co-operation from parents
- Unable to work face to face
- Technical issues
- Cost on completion

Threats

- Time line
- Board Exams.

Areas of strengths

- Parents involve in teaching- learning process in virtual classroom.
- MCB parent portal information makes parents to be aware of every activity of the child.
- Teachers are comfortable to plan & teach ART Education, Work Education & Physical Education.
- Teachers support academic needs of students after school hours in online.
- Teachers are readily helping students through parents in uncertain areas of their subjects.
- Teachers are comfortable to create SMART Goals for their students.
- Supporting management resourceful faculties well equipped laboratories & classrooms , pleasant infrastructure, co-operative stake holders and enthusiastic students.

Areas of improvements

- Spoken English
- Handwriting
- Olympiad Exams –English, Physics, Chemistry, Biology, Maths – Grade 2 to 8
- Foundational Courses, NTSE for grade 9 & 10
- Mindspark ,ECA – Yoga, Dance, Music, Playing Instruments-Band
- Learning through integrated ART
- Focus on Oratorical efficiency

CURRICULUM PLANNING AND TRANSACTION

1. Local Needs
2. Syllabus
3. Pedagogy
4. Co-curricular activities
5. Monitoring and assessment

SAMPLE CURRICULUM DESIGN GRADE-WISE

Grade	Topic/ Units	No. of Period Required	Learning Outcomes	Suggested Pedagogical Practices	Teaching Aid	Subject enrichment Activities/ Field Trip/ Multiple Assessments
2	Clothing	5	To know the types of clothes and making of clothes	Exploring the types of clothes that they wore for school	Different types of clothes.	Project on the process of making clothes.
3	Direct and Indirect speech	4	To know how to change direct and Indirect speech.	Asking students to talk and change that dialogue into indirect.	Video and charts	Making the children to change direct speech into indirect speech.
4	Food and Nutrients	5	To know the types of food and balance diet	Estimating the nutritional value of their lunch menu	Different types of food	Make a balanced diet chart for a week.
5	Perimeter	5	To know the total length of a figure /room /shape	Moving around the Classroom/ Ground	Different shapes of the closed figure.	Making the children to find the perimeter of the different shapes and finding the lathe total length of the boundary
6	Pronoun	2	* Understand the uses of	Using newspaper	Placards- Divide the class into groups of	Speak about a personality who

			<p>pronouns.</p> <p>*Learn about the types of pronouns</p> <p>*Identify pronouns and their types</p> <p>*Use pronouns in sentences</p>	list our pronouns.	<p>4. Give placards of each type of pronoun to each group so that each group has 7 placards. Now, read aloud a few sentences with different types of pronouns. The sentence can either contain one type of pronoun or more. Ask students to raise the placard that shows the types of pronouns in the sentence.</p> <p>PPT of sentence having examples</p>	inspires you. Make sure not to use any pronouns at all. We ask them to change them all. Collect the news paper of next day and do find the examples of pronouns used.
7	Algebraic Expression	08	<p>Translates a real-life situation in the form of a simple algebraic equation order to arrive at a generalized problem and solution for the situation.</p>	Game or model to be prepared	<p>Power point presentation</p> <p>Digital White board</p> <p>Chart</p>	<p>Examine the given algebraic expression in order to determine the numerical coefficient of the given variable.</p> <p>Involves use of variables with different operations, to find a solution to a given problem.</p>
8	Air Pollution and water	3	Analyse the problem of pollution in	Visiting factories for effluents	*PPT of Air pollution	Discussion on how to reduce pollution

	pollution		order to explain why it is a threat to Human beings.		Water pollution Effect of pollution on living things	Poster Making
9	Improvement in food resources	5	Students will understand the factors affecting the need to find sustainable practices for production of food, feed and fiber crops and how to implement and evaluate them.	Group discussion and debate, Quizes, seminar presentation, Video making on agricultural practices	Power point presentation on agricultural practices, videos, newspaper reports	Project and field trip, Chart preparation, Extempore, seminar
10	Geography: Resources and Development	6	understand the value of resources and the need for their judicious utilization and conservation	PPT about resources of neighboring countries and imported resources	video on types of soil, map on major soil types	discussion on degradation, activity - imagine if oil supplies get exhausted, write a note on how will this affect our life style.

11	Trigonometric Functions	08	Identifying six trigonometric ratios. Solving various angles and sides of triangles. Graph of trigonometric functions	Google reference	Power point presentation Digital White board Charts Graphs	Domain and Range of trigonometric functions. Sum and Difference of two angles of trigonometric functions
12	PC old War Era and Non-aligned Movement	10	Emergence of two power blocs after the second world war. Arenas of the cold war. Emergence of two power blocs after the second world war. Arenas of the cold war.	Google reference about newspapers of those years	PPT of Cold War era	*Map work on Cold war era * Work sheet *Time line quiz game.

PARAMETERS FOR ASSESSMENTS

LANGUAGES

1. Reading
2. Writing
3. Speaking
4. Listening

MATH

1. Concept Clarity
2. Mental Math
3. Mindspark

EVS & SCIENCE

1. General Awareness
2. Group Activity
3. Knowing the surrounding
4. Lab Work
5. Quiz

SOCIAL SCIENCE

1. Map work
2. Project work
3. Case study
4. Debates

CO- SCHOLASTIC ACTIVITES

1. Work education
2. Art education
3. Health and Physical education

ACADEMIC CALENDAR
Grade 1 to 12 monthly schedule for 2026-27

Grade	1 & 2	3	4	5	6	7	8	9	10	11 & 12
April	Bridge Course Online	Bridge Course Online	Bridge Course Online	Bridge Course Online	Bridge Course Online	Bridge Course Online	Bridge Course Online	Bridge Course Online	Online Classes	Online Classes
June	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online	Monthly Test Online
July	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents 	<ul style="list-style-type: none"> • Two Olympiad Exam • PTM Google form from parents
Aug	<ul style="list-style-type: none"> • Periodic Test • PTM • Two Olympiad Exam Google form from parents 	<ul style="list-style-type: none"> • Periodic Test • PTM • Two Olympiad Exam Google form from parents 	<ul style="list-style-type: none"> • Periodic Test • PTM • Two Olympiad Exam Google form from parents 	<ul style="list-style-type: none"> • Periodic Test • PTM • Two Olympiad Exam Google form from parents 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from parents 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from 	<ul style="list-style-type: none"> • Periodic Test • NTSE Exam • PTM • Two Olympiad Exam Google form from parents

						parents	parents	parents	parents	
Sep	<ul style="list-style-type: none"> • Two Olympiad Exam • Competitions 	<ul style="list-style-type: none"> • Two Olympiad Exam • Competitions 	<ul style="list-style-type: none"> • Two Olympiad Exam • Competitions 	<ul style="list-style-type: none"> • Two Olympiad Exam • Competitions 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM 	<ul style="list-style-type: none"> • Term-1 Exam • NTSE Exam • Two Olympiad Exam • Competitions • PTM
Oct	<ul style="list-style-type: none"> • Half Yearly Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Half Yearly Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Half Yearly Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Half Yearly Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Pre-Board Exam • NTSE Exam • Two Olympiad Exam

Nov	<ul style="list-style-type: none"> • Children's Day celebration • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • NTSE Exam • Two Olympiad Exam 	<ul style="list-style-type: none"> • Children's Day celebration • NTSE Exam • Two Olympiad Exam • Term-1 Exam 	<ul style="list-style-type: none"> • Children's Day celebration • NTSE Exam • Two Olympiad Exam • Term-1 Exam 	<ul style="list-style-type: none"> • Revision Exam • Board Exam • Children's Day celebration 	<ul style="list-style-type: none"> • Revision Exam • Board Exam • Children's Day celebration
Dec	<ul style="list-style-type: none"> • Two Olympiads 	<ul style="list-style-type: none"> • Two Olympiads 	<ul style="list-style-type: none"> • Two Olympiads 	<ul style="list-style-type: none"> • Two Olympiads 	<ul style="list-style-type: none"> • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Term-1 Exam 	<ul style="list-style-type: none"> • Revision Exam • Board Exam 	<ul style="list-style-type: none"> • Revision Exam • Board Exam
Jan	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam 	<ul style="list-style-type: none"> • Periodic Test • Two Olympiads • NTSE Exam

Feb	• PTM	• PTM	• PTM	• PTM	• PTM	• PTM	• PTM	• PTM	• PTM	• PTM
Mar	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Term-2 Exam	• Board Exam	• Board Exam

ASSESSMENT TRAINING NEEDS ANALYSIS 2026-2027

CALENDAR OF ONLINE TRAININGS 2026-2027

Affiliation No.	School name	Principal's name	Contact No./Email ID	Topic 1 - For KG to Grade 2 Teachers	No. of Teachers	Topic 2 - Grade 3 to 8 teachers	No. Of teachers	Topic 3 - for Grade 9 to 12 teachers	No. of Teachers
1030534	Pushpa Convent Higher Secondary School, Agar Malwa	Mr. JOSY MATHEW	9752885117 cmabraham28@gmail.com	Digital learning and Management	5	The Values to reckon, need for Value Education	8	Ethics-My circle of concern, Influence and Control	6
				Early childhood care and Education		Essentials of a lesson plan in English, etc		Code optimization strategies in Python	
				Foundational literacy and numeracy		Assessment of co-scholastic Activities		Link between learning outcomes and an activity of Arts	
				Equitable and inclusive education		Sustainable Green School		Exploring Experiential learning through Projects: A step by step approach	
				Story telling as Pedagogy					

Coordination with Parents/Board/ Community

- ❖ Parent - MCB, Whatsapp, Personal Meeting
- ❖ CBSE Board- Through mails
- ❖ Community- Organizing functions like food festival, rangoli competition, craft, handwork competition, Annual day, sports day, appreciation days, independence & republic days for parents organized.

Measures for Pupils well being

- Primary health centre support for any health care, providing govt tablets, vaccination, etc.
- Wellness teacher Psychological approach & counseling.

Special Learning Needs and Plan of Action

- Special learning needs students are not now at school
- Awareness given to teachers.

Safety Measures taken by School

Committee formed to take care of

1. PUBLIC REDRESSAL COMMITTEE
2. INTERNAL COMPLAINTS COMMITTEE ON SEXUAL HARASSMENT
3. COMMITTEE UNDER POCSO (Protection of Children from Sexual Offence)
4. PARENT-TEACHER-STUDENTS COMMITTEE
5. HEALTH COMMITTEE
6. PARENT TEACHER ASSOCIATION
7. PRAHARI CLUB

Requirement of Remedial Class

Primary Class

- Material based education
- More visual teaching
- Worksheets to follow up

Classes – 6 to 8

- Extra coaching classes for slow learner's
- Different types of question papers to raise their scoring.
- Support given for their writing work.

Classes – 9 to 12

- Tests given after each chapter.
- Re-teaching in offline class.
- Concept wise revision
- More MCQ pattern practices.
- Links shared to know more question banks.

LIST OF COMPETITIONS 2026-2027

S. No.	Grade	Month	Name of the Competition
1	KG	October 17/10/2026	Sports day
2	KG	November 14/11/2026	Children's Day, Cultural Day
3	KG	December 23/12/2026	Christmas Day

S. No.	Grade	Month	Name of the Competition
1	1	October 30/10/2026	Cultural Day
2	1	December 05/12/2026	Sports Day

GRADE 2 TO 5			
S.No	Grade	Month	Name of the Competition
1	2 to 5	August 10/08/2026 11/08/2026 12/08/2026	Basket Bal, Throw Ball Kho-Kho Badminton
2	2 to 5	October 30/12/2026	Cultural Day
3	2 to 5	15/12/2026	NSTSE

S.No	Grade	Month	Name of the Competition
1	6 to 12	August 13/08/2026 14/08/2026 15/08/2026	Basket Bal, Throw Ball Kho-Kho Badminton
2	6 to 12	October 30/12/2026	Cultural Day
3	6 to 12	15/12/2026	NSTSE

Interschool Competitions

- Story telling
- Rangoli
- Singing
- Speech
- Cultural competition

Community Outreach Programmes

- No Plastics
- Visit to Mentally Retarded Children Orphanage
- Green everywhere – Planting Trees

PUSHPA CONVENT HIGHER SECONDARY SCHOOL, AGAR		
Academic Year 2026-2027		
Date	Day	
		Apr-26
1-Apr-2026	Wednesday	New Academic Session Begins
2-Apr-2026	Thursday	
3-Apr-2026	Friday	GOOD FRIDAY (HOLIDAY)
4-Apr-2026	Saturday	
5-Apr-2026	Sunday	
6-Apr-2026	Monday	
7-Apr-2026	Tuesday	
8-Apr-2026	Wednesday	
9-Apr-2026	Thursday	
10-Apr-2026	Friday	
11-Apr-2026	Saturday	
12-Apr-2026	Sunday	
13-Apr-2026	Monday	
14-Apr-2026	Tuesday	DR. AMBEDKAR JAYANTI (HOLIDAY)
15-Apr-2026	Wednesday	
16-Apr-2026	Thursday	
17-Apr-2026	Friday	
18-Apr-2026	Saturday	
19-Apr-2026	Sunday	
20-Apr-2026	Monday	PARSHURAM JAYANTI (HOLIDAY)

21-Apr-2026	Tuesday	
22-Apr-2026	Wednesday	
23-Apr-2026	Thursday	
24-Apr-2026	Friday	
25-Apr-2026	Saturday	
26-Apr-2026	Sunday	
27-Apr-2026	Monday	
28-Apr-2026	Tuesday	
29-Apr-2026	Wednesday	
30-Apr-2026	Thursday	
		Jun-26
1-Jun-2026	Monday	
2-Jun-2026	Tuesday	
3-Jun-2026	Wednesday	
4-Jun-2026	Thursday	
5-Jun-2026	Friday	
6-Jun-2026	Saturday	
7-Jun-2026	Sunday	
8-Jun-2026	Monday	
9-Jun-2026	Tuesday	
10-Jun-2026	Wednesday	
11-Jun-2026	Thursday	
12-Jun-2026	Friday	
13-Jun-2026	Saturday	
14-Jun-2026	Sunday	
15-Jun-2026	Monday	School re-opens after summer vacation.
16-Jun-2026	Tuesday	
17-Jun-2026	Wednesday	
18-Jun-2026	Thursday	

19-Jun-2026	Friday	
20-Jun-2026	Saturday	
21-Jun-2026	Sunday	
22-Jun-2026	Monday	
23-Jun-2026	Tuesday	
24-Jun-2026	Wednesday	
25-Jun-2026	Thursday	
26-Jun-2026	Friday	MOHARRAM (HOLIDAY)
27-Jun-2026	Saturday	
28-Jun-2026	Sunday	
29-Jun-2026	Monday	
30-Jun-2026	Tuesday	
		Jul-26
1-Jul-2026	Wednesday	Welcoming of Nursery Students
2-Jul-2026	Thursday	
3-Jul-2026	Friday	ST. THOMAS DAY (HOLIDAY)
4-Jul-2026	Saturday	
5-Jul-2026	Sunday	
6-Jul-2026	Monday	
7-Jul-2026	Tuesday	
8-Jul-2026	Wednesday	Investiture ceremony
9-Jul-2026	Thursday	
10-Jul-2026	Friday	
11-Jul-2026	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
12-Jul-2026	Sunday	
13-Jul-2026	Monday	
14-Jul-2026	Tuesday	
15-Jul-2026	Wednesday	
16-Jul-2026	Thursday	

17-Jul-2026	Friday	
18-Jul-2026	Saturday	Periodic Test 1 Starts
19-Jul-2026	Sunday	
20-Jul-2026	Monday	
21-Jul-2026	Tuesday	
22-Jul-2026	Wednesday	
23-Jul-2026	Thursday	
24-Jul-2026	Friday	
25-Jul-2026	Saturday	
26-Jul-2026	Sunday	
27-Jul-2026	Monday	Monthly Test - 1 for K.G. Section Starts
28-Jul-2026	Tuesday	
29-Jul-2026	Wednesday	
30-Jul-2026	Thursday	
31-Jul-2026	Friday	
		Aug-26
1-Aug-2026	Saturday	Essay writing competition (English)
2-Aug-2026	Sunday	
3-Aug-2026	Monday	
4-Aug-2026	Tuesday	
5-Aug-2026	Wednesday	Essay writing competition (Hindi)
6-Aug-2026	Thursday	
7-Aug-2026	Friday	
8-Aug-2026	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
9-Aug-2026	Sunday	
10-Aug-2026	Monday	
11-Aug-2026	Tuesday	
12-Aug-2026	Wednesday	

13-Aug-2026	Thursday	
14-Aug-2026	Friday	
15-Aug-2026	Saturday	Independence Day (Celebration)
16-Aug-2026	Sunday	
17-Aug-2026	Monday	
18-Aug-2026	Tuesday	
19-Aug-2026	Wednesday	
20-Aug-2026	Thursday	
21-Aug-2026	Friday	
22-Aug-2026	Saturday	Speech Competition and story telling competition (English)
23-Aug-2026	Sunday	
24-Aug-2026	Monday	
25-Aug-2026	Tuesday	
26-Aug-2026	Wednesday	Eid - Milad - Un - Nabi (Holiday)
27-Aug-2026	Thursday	Rakhi Making Competition
28-Aug-2026	Friday	Raksha Bandhan (Holiday)
29-Aug-2026	Saturday	Speech Competition and story telling competition (Hindi)
30-Aug-2026	Sunday	
31-Aug-2026	Monday	
		Sep-26
1-Sep-2026	Tuesday	
2-Sep-2026	Wednesday	
3-Sep-2026	Thursday	
4-Sep-2026	Friday	Janmastami (Hodliday)
5-Sep-2026	Saturday	Teacher's Day (Celebration)
6-Sep-2026	Sunday	
7-Sep-2026	Monday	
8-Sep-2026	Tuesday	
9-Sep-2026	Wednesday	

10-Sep-2026	Thursday	
11-Sep-2026	Friday	
12-Sep-2026	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
13-Sep-2026	Sunday	
14-Sep-2026	Monday	Ganesh Chaturthi (Holiday)
15-Sep-2026	Tuesday	
16-Sep-2026	Wednesday	
17-Sep-2026	Thursday	
18-Sep-2026	Friday	
19-Sep-2026	Saturday	
20-Sep-2026	Sunday	
21-Sep-2026	Monday	
22-Sep-2026	Tuesday	
23-Sep-2026	Wednesday	
24-Sep-2026	Thursday	
25-Sep-2026	Friday	Term 1 Examination Begins (Tentative)
26-Sep-2026	Saturday	
27-Sep-2026	Sunday	
28-Sep-2026	Monday	
29-Sep-2026	Tuesday	
30-Sep-2026	Wednesday	
		Oct-26
1-Oct-2026	Thursday	
2-Oct-2026	Friday	Gandhi Jayanti (Holiday)
3-Oct-2026	Saturday	
4-Oct-2026	Sunday	
5-Oct-2026	Monday	
6-Oct-2026	Tuesday	
7-Oct-2026	Wednesday	

8-Oct-2026	Thursday	
9-Oct-2026	Friday	
10-Oct-2026	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
11-Oct-2026	Sunday	
12-Oct-2026	Monday	
13-Oct-2026	Tuesday	
14-Oct-2026	Wednesday	
15-Oct-2026	Thursday	
16-Oct-2026	Friday	
17-Oct-2026	Saturday	Sports Day K.G. (Section)
18-Oct-2026	Sunday	
19-Oct-2026	Monday	
20-Oct-2026	Tuesday	Dashera (Holiday)
21-Oct-2026	Wednesday	
22-Oct-2026	Thursday	
23-Oct-2026	Friday	
24-Oct-2026	Saturday	
25-Oct-2026	Sunday	
26-Oct-2026	Monday	Maharshi Valmiki Jayanti (Holiday)
27-Oct-2026	Tuesday	
28-Oct-2026	Wednesday	
29-Oct-2026	Thursday	
30-Oct-2026	Friday	
31-Oct-2026	Saturday	National Unity Day Celebration (By Social Science Club)
		Nov-26
1-Nov-2026	Sunday	Madhya Pradesh Day Celebration (By Hindi Club)
2-Nov-2026	Monday	
3-Nov-2026	Tuesday	Monthly Test - 2 for K.G. Section Begins.

4-Nov-2026	Wednesday	
5-Nov-2026	Thursday	
6-Nov-2026	Friday	Rangoli, Diya, Thali Decoration Competition
7-Nov-2026	Saturday	Navmi (Holiday)
8-Nov-2026	Sunday	Diwali (Holiday)
9-Nov-2026	Monday	Goverdhan Pooja (Holiday)
10-Nov-2026	Tuesday	
11-Nov-2026	Wednesday	
12-Nov-2026	Thursday	
13-Nov-2026	Friday	
14-Nov-2026	Saturday	Annual Day (Class I-VIII)
15-Nov-2026	Sunday	Birsa Munda Jayanti (Holiday)
16-Nov-2026	Monday	
17-Nov-2026	Tuesday	
18-Nov-2026	Wednesday	
19-Nov-2026	Thursday	
20-Nov-2026	Friday	P.T. 2 begins (I - XII)
21-Nov-2026	Saturday	
22-Nov-2026	Sunday	
23-Nov-2026	Monday	
24-Nov-2026	Tuesday	Guru Nanak Jayanti (Holiday)
25-Nov-2026	Wednesday	
26-Nov-2026	Thursday	
27-Nov-2026	Friday	
28-Nov-2026	Saturday	Field Trip for Classes IX-XII (Tentative)
29-Nov-2026	Sunday	
30-Nov-2026	Monday	
		Dec-26
1-Dec-2026	Tuesday	

2-Dec-2026	Wednesday	
3-Dec-2026	Thursday	
4-Dec-2026	Friday	
5-Dec-2026	Saturday	Annual Sports Day
6-Dec-2026	Sunday	
7-Dec-2026	Monday	
8-Dec-2026	Tuesday	
9-Dec-2026	Wednesday	
10-Dec-2026	Thursday	
11-Dec-2026	Friday	
12-Dec-2026	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
13-Dec-2026	Sunday	
14-Dec-2026	Monday	
15-Dec-2026	Tuesday	Term 2 Exam for KG Section
16-Dec-2026	Wednesday	
17-Dec-2026	Thursday	
18-Dec-2026	Friday	
19-Dec-2026	Saturday	
20-Dec-2026	Sunday	
21-Dec-2026	Monday	
22-Dec-2026	Tuesday	Cultural Competition
23-Dec-2026	Wednesday	Cultural Competition (K.G. Section + Christmas celebration)
24-Dec-2026	Thursday	
25-Dec-2026	Friday	Christmas (Holiday)
26-Dec-2026	Saturday	
27-Dec-2026	Sunday	
28-Dec-2026	Monday	
29-Dec-2026	Tuesday	

30-Dec-2026	Wednesday	
31-Dec-2026	Thursday	
		Jan-27
1-Jan-2027	Friday	Winter Holidays
2-Jan-2027	Saturday	
3-Jan-2027	Sunday	
4-Jan-2027	Monday	
5-Jan-2027	Tuesday	School re-opens after Winter Holidays
6-Jan-2027	Wednesday	
7-Jan-2027	Thursday	
8-Jan-2027	Friday	
9-Jan-2027	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
10-Jan-2027	Sunday	
11-Jan-2027	Monday	
12-Jan-2027	Tuesday	
13-Jan-2027	Wednesday	
14-Jan-2027	Thursday	
15-Jan-2027	Friday	PONGAL, MAKAR SAKRANTI
16-Jan-2027	Saturday	
17-Jan-2027	Sunday	
18-Jan-2027	Monday	Pre-board exam (X,XII), Modal Exam (IX-XI) , Monthly Test 3 (KG Section) Begins
19-Jan-2027	Tuesday	
20-Jan-2027	Wednesday	
21-Jan-2027	Thursday	
22-Jan-2027	Friday	
23-Jan-2027	Saturday	
24-Jan-2027	Sunday	
25-Jan-2027	Monday	
26-Jan-2027	Tuesday	Republic Day (Celebration)

27-Jan-2027	Wednesday	
28-Jan-2027	Thursday	
29-Jan-2027	Friday	Picnic (KG Section)
30-Jan-2027	Saturday	Martyr's Day
31-Jan-2027	Sunday	
		Feb-27
1-Feb-2027	Monday	
2-Feb-2027	Tuesday	
3-Feb-2027	Wednesday	
4-Feb-2027	Thursday	
5-Feb-2027	Friday	
6-Feb-2027	Saturday	
7-Feb-2027	Sunday	
8-Feb-2027	Monday	
9-Feb-2027	Tuesday	
10-Feb-2027	Wednesday	
11-Feb-2027	Thursday	
12-Feb-2027	Friday	
13-Feb-2027	Saturday	Holiday for children Parent's Meeting - 10.00 AM - 12 Noon
14-Feb-2027	Sunday	
15-Feb-2027	Monday	
16-Feb-2027	Tuesday	
17-Feb-2027	Wednesday	
18-Feb-2027	Thursday	
19-Feb-2027	Friday	
20-Feb-2027	Saturday	Guru Ravidas Jayanti (Holiday)
21-Feb-2027	Sunday	
22-Feb-2027	Monday	Annual Examination / Term 2 Examination begins (Tendative Date)

23-Feb-2027	Tuesday	
24-Feb-2027	Wednesday	
25-Feb-2027	Thursday	
26-Feb-2027	Friday	
27-Feb-2027	Saturday	
28-Feb-2027	Sunday	
		Mar-27
1-Mar-2027	Monday	
2-Mar-2027	Tuesday	
3-Mar-2027	Wednesday	
4-Mar-2027	Thursday	
5-Mar-2027	Friday	
6-Mar-2027	Saturday	Maha Shivratri (Holiday)
7-Mar-2027	Sunday	
8-Mar-2027	Monday	
9-Mar-2027	Tuesday	EID - UL - FITRE (Holiday)
10-Mar-2027	Wednesday	
11-Mar-2027	Thursday	
12-Mar-2027	Friday	
13-Mar-2027	Saturday	
14-Mar-2027	Sunday	
15-Mar-2027	Monday	
16-Mar-2027	Tuesday	
17-Mar-2027	Wednesday	
18-Mar-2027	Thursday	
19-Mar-2027	Friday	
20-Mar-2027	Saturday	
21-Mar-2027	Sunday	
22-Mar-2027	Monday	Holi/Dhulendi (Holiday)
23-Mar-2027	Tuesday	
24-Mar-2027	Wednesday	
25-Mar-2027	Thursday	

26-Mar-2027	Friday	
27-Mar-2027	Saturday	Rang Panchmi (Holiday)
28-Mar-2027	Sunday	
29-Mar-2027	Monday	
30-Mar-2027	Tuesday	
31-Mar-2027	Wednesday	

Annexure: 1

Rating Scale for assessing the current status of Practicing Pedagogical Leadership for leading learning.

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

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

Descriptor 1: Engaging in teachers' professional development						
Actionable	Sub-points in the actionable	1	2	3	4	5
Ascertain the Needs for Professional Development through collaborative practices.	Co-construct mechanisms with 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).				4	

	Use these co-constructed mechanisms on a regular basis.				4	
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.				4	
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.				4	
	Establish SMART targets for teachers.					5
Create opportunities for continuous and comprehensive professional learning.	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.					5
	Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs.					5
	Encourage teachers to enroll for online professional courses for advanced learning.					5

	Hold teacher seminars where best practices are shared across grade levels and subjects.					5
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.				4	
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.					5
Promote reflective thinking and meta cognitive thinking practices among teachers.	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.				4	
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.				4	

	Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom.				4	
	Challenge teachers to continually examine the extent to which their practices support student learning.					5
Empower teachers to become agents of change.	Believe in teachers' ability to seek and provide solutions.					5
	Practice distributed leadership to improve overall school systems, processes, and environment.					5
	Create a collaborative culture in the school for teachers to work				4	
	Encourage teachers to identify areas of the school where change could be brought through Action Research.				4	
	Develop teachers' capacity to undertake Action Research.				4	

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

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.					5
	Develop professional learning communities for sharing ideas, best practices, and innovation.				4	
	Encourage and support teachers to try out new ideas.				4	
	Encourage collaboration and set aside time for planning.				4	
	Lead discussions on alternative practices and their relative merits.				4	
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.				4	
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.				4	

Create opportunities for student learning and innovation.	Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.					5
	Encourage inquiry-based learning by building critical thinking and problem-solving approach.				4	
	Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.				4	
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.				4	
	Give voice to student ideas encouraging them to take initiatives at school.					5
	Widen students' perspectives and horizons by inviting experts from different fields.				4	
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.				4	

	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.					5
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Descriptor 3: Leading the teaching-learning process

<i>Actionable</i>	<i>Sub-points in the actionable</i>	1	2	3	4	5
Develop a shared understanding of teaching-learning.	Create a common understanding that the purpose of teaching learning is to make students future ready.					5
	Dialogue with teachers to deconstruct theories of learning.				4	

	Encourage teachers to develop what good teaching and learning would look like in the classroom.					5
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.				4	
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.					5
	Encourage teachers to plan lessons collaboratively.					5
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.				4	
	Encourage students to reflect on their learning, areas of strength and development.				4	
	Create a culture that helps students to learn with joy and not fear.					5
	Provide adequate resources for students to learn.					5
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.					5
	Sub-Promote learning experiences outside the classroom through experiential learning.				4	
Encourage teachers to become reflective practitioners.	Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.				4	
	Guide teachers on how to achieve their SMART goals.				4	

	Sub-Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.					5
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.					5
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.				4	
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.				4	
Build teacher competency in using data to inform TLP.	Assist teachers in understanding the importance of student assessment for improving learning.					5
	Focus on assessments for and as learning.				4	
	Sub-Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.				4	
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.				4	

Descriptor 4: Developing a learning culture						
Actionable	Sub-points in the actionable	1	2	3	4	5
Create the 'social glue' by building a culture of trust and self-improvement.	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.					5
	Practice the habit of 'understand others and seeking to be understood by others'				4	
	Encourage positivity and empathy among stakeholders.				4	
	Create opportunities for staff and students' wellbeing.					5
	Celebrate success stories with the larger school community.				4	
	Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.				4	
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.				4	
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.					5
Develop policies and systems that	Establish an open-door policy and transparent communication amongst stakeholders.					5

support a culture of learning by including all 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.					5
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.					5
	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.					5
	Hold students, teachers, and para teachers accountable by being transparent.					5

	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.					5
	Ensure decisions are backed by research and are data driven.				4	
Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.				4	
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.					5
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.					5
	Encourage students to use assessment as feedback and as an opportunity to learn.				4	
	Develop students' ability to reflect on their strengths and areas of development across subjects.				4	
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.					5
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.					5

Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				4	
	Support and build a climate for adopting innovative instructional strategies for effective learning.				4	
	Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.				4	
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.					5
	Guide teachers to utilize data for effective planning and execution of instructional plans.					5

Make parents active partners in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey.					5
	Engage parents to collaborate and participate in various school activities.					5
	Hold workshops and seminars on parenting and other relevant topics.				4	
	Invite parents to address students on their chosen careers or areas of expertise.				4	
	Create Parent Groups that work with the school principal on improving and strengthening school systems.				4	

Descriptor 5: Building an inclusive culture						
Actionable	Sub-points in the actionable	1	2	3	4	5
Create an environment of acceptance.	Establish shared beliefs of respect and care.				4	
	Celebrate differences as natural human diversity and treat them as an opportunity to learn.				4	
	Promote social interactions among students and with teachers.					5
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents, and the community.				4	

	Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.				4	
Formulate inclusive policies and structures.	Build knowledge and skill to teach a diverse group of learners through continuous professional development.				4	
	Optimum utilization of material and human resources.				4	
	Enhance engagement and value the achievement of all learners.				4	
	Emphasize group processes and a problem-solving approach.				4	
	Practice distributed leadership that seeks to empower and inspire participatory decision-making.				4	
Adopt inclusive teaching practices.	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.				4	
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.				4	
	Promote improvisation, risk taking and evolve innovative strategies.				4	
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.				4	

	Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.				4	
Support student learning.	Encourage buddy support or peer learning and child-to-child co-operation.				4	
	Encourage flexible grouping of students during learning.				4	
	Identify gaps, plan for early intervention and individualize learning.				4	
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.				4	
	Use positive behavior and support strategies to address behavior issues.				4	

Descriptor 6: Becoming and being a 'self-aware' leader					
Actionable	1	2	3	4	5
Know yourself better by using tools like the Johari Window and identifying strengths and areas of development.				4	
Self-assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layers 1 and 2 of the pedagogical leadership framework.				4	
Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.					5
Analyze feedback received from stakeholders and map it to the self - analysis.				4	

Develop a Personal Development Plan to enhance yourself as a pedagogical leader.				4	
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ANNEXURE -2

Descriptor -1 Engaging in Teachers Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 1: Opportunities for continuous and comprehensive professional learning for online teaching will be scheduled.</p>	<p>Introduce teacher seminars to build conceptual understanding about digital literacy.</p> <ul style="list-style-type: none"> Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible 	<ul style="list-style-type: none"> Provide youtube links, Diksha , Nishtha, NEP 2020, etc. 	<ul style="list-style-type: none"> Principal Head Mistress Vice Principal Teachers 	<ul style="list-style-type: none"> Jan 2027 to Mar 2027 	<ul style="list-style-type: none"> More than 75% of teachers will use digital tools in their classroom practice
<p>Actionable 2 Promote reflective thinking and meta cognitive thinking practices among teachers</p>	<ul style="list-style-type: none"> Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs. 	<ul style="list-style-type: none"> Needed PD for teachers will be arranged as per analysis of training needs 	<ul style="list-style-type: none"> Principal Head Mistress Vice Principal Teachers 	<ul style="list-style-type: none"> Jan 2027 to Mar 2027 	<ul style="list-style-type: none"> Almost all teachers determine the attainment of learning outcomes in the classroom.

<p>Actionable 3 Empower teachers to become agents of change.</p>	<ul style="list-style-type: none"> • Encourage teachers to enroll for online professional courses for advanced learning. 	<ul style="list-style-type: none"> • Conduct webinar or workshop with subject experts. 	<ul style="list-style-type: none"> • Principal • Vice Principal • Management 	<ul style="list-style-type: none"> • Mar 2027 to April 2027 	<ul style="list-style-type: none"> • Almost all teachers will use different teaching practice to determine the areas of strength in their subjects.
<p>Sub Actionable</p> <ul style="list-style-type: none"> • Data on the outcome & learning will be collected • Use of technology a challenge tool for education • As per teachers subjects support will be arranged. 					

Descriptor-2 Initiating Innovations in Schools

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1 Creating a culture of innovation.	Building clear vision to reach goal of new subjects.	Promote a mindset change of teachers and students about what is innovation.	<ul style="list-style-type: none"> • School Head • Subject • Teachers • Student Leaders • Parents • Local Experts 	Jan 2027 to Mar 2027	Subject efficiency <ul style="list-style-type: none"> • To face any type of critical question easier through foundational & Olympiad.
Sub Actionable: <ul style="list-style-type: none"> • Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together. 					
Actionable 2 Expand the perspectives of teachers to implement innovative pedagogies.	Lead discussion on subjects	<ul style="list-style-type: none"> • Team teaching • Shadow teaching 	<ul style="list-style-type: none"> • School Head • Subject • Teachers • Student Leaders • Parents • Local Experts 	Jan 2027 to Mar 2027	<ul style="list-style-type: none"> • Gaining knowledge about Coding, Artificial Intelligence, General Knowledge.
Sub Actionable: <ul style="list-style-type: none"> • Explore technology platforms , tools, gamifications and applications for 					

enhancing instructional practices such as blended and flipped learning					
Actionable 3 Create opportunities for student learning and innovation.	For students summer projects, Different courses will be offered.	<ul style="list-style-type: none"> • Mandate the use of the Mind spark, AI, Coding for students of Grades 6-8 for at least one period per week. 	<ul style="list-style-type: none"> • School Head • Subject • Teachers • Student Leaders • Parents • Local Experts 	Jan 2027 to Mar 2027	<ul style="list-style-type: none"> • To become efficient in mathematics by working on Mindspark.
Sub Actionable: <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Create challenges through workshops, discussions & idea boards to create a culture of innovation that is without the fear of failure. Provide incentives in the form of Appreciation Certificates. 			

Descriptor-3 Leading the Teaching-Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 1 Create a conducive environment for learning</p>	<p>Teachers made as leaders to plan links for online classes their App.</p>	<p>Collaborate with other schools teachers for better methods of effective teaching</p>	<ul style="list-style-type: none"> • Principal • Vice Principal • Teachers • Hub school principals 	<p>Using Hubs of learning CBSE partner schools to get motivated for better teaching to students</p>	<p>Better their teaching -learning outputs.</p>
<p>Sub Actionable:</p> <ul style="list-style-type: none"> • Promote learning experiences outside the classroom through experiential learning. 					
<p>Actionable 2 Encourage teachers to become reflective practitioners.</p>	<p>Develop collaboration with different schools and plan exchange program for teachers.</p> <ul style="list-style-type: none"> • E-content exchange • Resource person exchange 	<p>Using CBSE Hubs of Learning to partner with local 7 schools for collaboration and exchange programmes.</p>	<ul style="list-style-type: none"> • Principal • Vice Principal • Teachers • Other 7 Hub school principals 	<ul style="list-style-type: none"> • Started to work collaboratively from December 2026 to Feb 2027. 	<p>Two teachers will engage in collaborative practice with another school and share best practices with all teachers. This will build capacity to undertake innovative pedagogic practices.</p>
<p>Sub Actionable:</p> <ul style="list-style-type: none"> • Undertake regular lesson observations, 					

<p>engage with teachers to reflect on their teaching practice and provide developmental feedback.</p>	<ul style="list-style-type: none"> • Question paper exchange 				
<p>Actionable 3 Build teacher competency in using data to inform TLP.</p>	<ul style="list-style-type: none"> • Cultural sharing • Quiz competition • Oratorical completion to be conducted with the other 7 hub schools. 	<p>Focus on Assessments.</p>	<ul style="list-style-type: none"> • Principal • Vice Principal • Teachers 	<p>Feb 2027 to Mar 2027</p>	<p>Action research programmes to lead better learning process.</p>
<p>Sub Actionable:</p> <ul style="list-style-type: none"> • Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students. 					

Descriptor -4 Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation ?	What will the impact look like?
<p>Actionable 1 Creating a Social Glue by Building Trust Improvement focused on the following</p> <ul style="list-style-type: none"> • Speaking efficiency • Dramatic expressions • Intonation in speech ➤ Newspaper reading ➤ Challenging habit culture ➤ Acquiring General Knowledge ➤ Thirukkural byhearting ➤ Self 	<ul style="list-style-type: none"> • Build a very strong culture of mutual trust and respect for self-improvement. 	<p>Will communicate the vision and mission to all stakeholders.</p>	<ul style="list-style-type: none"> • Principal • Head Mistress • Vice Principal • Teachers • Parents 	<ul style="list-style-type: none"> • Dec 2026 to Feb 2027 	<p>A visible shift in culture will be observed, through a scientifically designed learning culture survey from start and end points through the academic session.</p>

<p>expression – Good Manners</p> <p>➤ Interacting with Hub school students & know their strength & weakness</p>					
<p>Actionable 2 Develop policies and systems that support a culture of learning by including all stakeholders</p>	<p>Experiential learning insisted to students.</p>	<ul style="list-style-type: none"> • Adopting transparency, fairness and respect in engaging with stakeholders. 	<ul style="list-style-type: none"> • Principal • Vice Principal • Teachers • Parents 	<p>Jan 2027 to Mar 2027</p>	<ul style="list-style-type: none"> • In the academic calendar mentioned the feedback from stake holders periodically received and reframed.
<p>Actionable 3 Keep students at the heart of the learning culture.</p>	<p>Support teachers for new ideas, reflective & meta cognitive thinking.</p>	<ul style="list-style-type: none"> • Online ,ICT, Flipped learning to be allowed for teachers. 	<ul style="list-style-type: none"> • Principal • Vice Principal • Management 	<p>Mar 2027 to May 2027</p>	<p>Effective teaching, planning and execution.</p>
<p>Sub-Actionable</p> <ul style="list-style-type: none"> • Encourage teachers to deepen learning • Make parents active partners in the educational 					

journey of their child.					
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Descriptor -5 Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 1: Formulate Inclusive Policies and Structures Teachers are not trained to teach children with special needs, so there is inadequate support to SEN children.</p> <ul style="list-style-type: none"> • No SEN children • We concentrate on slow learners 	<ul style="list-style-type: none"> • Giving necessary knowledge for teachers to handle & support students with special need in the teaching learning process. 	<ul style="list-style-type: none"> • Need analysis is addressed out in areas where teachers need professional development in specific areas. 	<ul style="list-style-type: none"> • Principal • Head Mistress • Vice principal • Coordinator • Senior Teachers 	<p>Online(Virtual training) Nov 2026 to Feb 2027.</p>	<ul style="list-style-type: none"> • Aiming at all teachers to be trained in inclusive practices. • All teachers who have SEN students are able to differentiate instruction to meet the needs of students.

<p>Actionable 2 Adopt inclusive teaching practices</p>	<p>Team work innovative strategies to promote improvisation</p>	<ul style="list-style-type: none"> • Suitable resource person(s) will be arrange for 50% of the teachers (Co-ordinators & senior teachers) in the school to undergo capacity building in practicing inclusive policies. • These 50% of teachers to handhold and mentor the remaining 50% of teachers throughout the year to practice inclusive politics. 	<ul style="list-style-type: none"> • Principal • Vice principal • Coordinator • Teachers • Resource Person 	<p>Jan 2027 to Mar 2027.</p>	<ul style="list-style-type: none"> • Slow learners should improve by atleast 25% from their level. <p>Example securing marks from 20 to increase of 45 out of 80.</p>
<p>Actionable 3 Support student learning</p>	<p>Encouraging flexible grouping of students during learning.</p>	<p>using ICT, digital resources technology usage</p>	<ul style="list-style-type: none"> • Principal • Vice principal • Coordinator • Teachers • Cousellors 	<p>April 2027 to June 2027.</p>	<p>Change of behaviour and under acheivement rectification & avoiding exculsion of children in class.</p>

Descriptor 6: Becoming and being a 'self-aware' leader

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for Implementation?	What will the impact look like?
<p>Actionable 1 Know yourself better by using tools like the Johari Window and identifying strengths and areas of development.</p>	<ul style="list-style-type: none"> • Updating self on all tools of technology ICT etc • Checking when staffs utilize the tools by visiting virtual classes. • Supporting teachers with needed instruments for effective farcing 	<ul style="list-style-type: none"> • Attending webinar and referring to Diksha, Nishtha and other informative links. • Having virtual meetings and getting feedback from staff. • Travelling with teaching & students in the process of teaching & learning guiding them. 	<ul style="list-style-type: none"> • Self • Principal • Coordinator 	<ul style="list-style-type: none"> • October 2026 to December 2026 	<ul style="list-style-type: none"> • Brings more information

Actionable 2
Self-assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layers 1 and 2 of the pedagogical leadership framework

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• January 2027 to March 2027.

• Clarity about teachers teaching & students learning

Actionable 3
Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.



• April 2027 to June 2027

• Creating interest and confidence in teaching and learning process.

Sub Actionable

- Analyze feedback received from stakeholders and map it to the self – analysis
- Develop a Personal Development Plan to enhance yourself as a pedagogical leader.

