

# **ANNUAL PEDAGOGICAL PLAN FOR**



**KOHINOOR INTERNATIONAL SCHOOL,  
PANKHOO(2024-25)**

### School's Particulars

<b>SchoolName</b>	<b>Kohinoor International School</b>
<b>Complete Address</b>	<b>Opposite Hajipur-Mansar Road, Pankhoo, Mukerian</b>
<b>Phone number</b>	<b>01883271163</b>
<b>Email ID</b>	<b>Kohinoorschool17@gmail.com</b>
<b>Website</b>	<b>kismukerian.com</b>

**Name of the Principal- Sapna Kumar**

**Contact No. 7657950922**

**Email ID: PrincipalKohinoor@gmail.com**

**School Details: Hajipur–Mansar Road ,Opposite Petrol Pump, Pankhoo**

**Year of Affiliation: 2022**

**Affiliation No.: 1631446**

**School Code: 23654**

**Type of School : Senior Secondary**

**Boys/Girls/Co-Education: Co-Education**

**Day School/Day Boarding/Residential: Day School**

**No .of Divyang (with Special Needs)Students : NIL**

**Location Type : Rural**

**Is the School a Minority School? :No**

### CORE LEARNING COMMITTEE

S. NO	Members Present	Official	Designation	Contact Number
1	Ms Sapna Kumar	Secretary	Principal	8968733139
2	Mr Sanjiv Kumar Chib	Member	Vice-Chairman	7814088256
3	Preejita Choudhary	NTT	Teacher	9878952294
4	Yuvaan Sinha	Boy	Student	
5	Jasleen	Girl	Student	
6	Ranjna Thakur	Parent Representative		8146023767
7	ParmjitKaur	PRT	Teacher	9592585528
8	Naman Thakur	Boy		
9	Namanpreet Kaur	Girl		
10	Monika	Parent Representative		9463002148
11	Mrs. Mandeep Kaur	TGT	Teacher	9463514698
12	Rezzal Mehra	Boy		
13	Harshika	Girl		
14	Anju Bala	Parent Representative		7696795962
15	Ms. Mandeep Kaur	TGT	Teacher	8146266482
16	Vansh	Boy		
17	Mehak	Girl		
18	Anju Harchand	Parent Representative		8727074184
19	Nindika	Co-curricular	Teacher	9988085696
20	Mr.Gagandeep Sharma	PTI	Teacher	8146336790
21	Mrs. Punam	IT	Teacher	9781123563
22	Mr. Kuldip	Special Educator	Teacher	9814358303
23	Monika		Admin	9463002148
24	Mrs. JagjitKaur	PRO	Admin	9779856598

### Number of Students on Roll (Class Wise):

Class	PP	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Number of Sections	6	2	2	2	2	1	1	1	1	1	1	Admission going on
Students on Roll	183	69	46	72	64	34	31	31	22	29	23	

## School Academic Performance:

### a) Pass Percentage during the last Academic Session:

CLASS	NUMBER OF STUDENTS APPEARED	NUMBER OF STUDENTS PASS	PASS PERCENTAGE
III	64	64	100
IV	33	33	100
V	33	33	100
VI	35	35	100
VII	24	24	100
VIII	29	29	100
IX	29	29	100

### b) Board Examination at a Glance

Class	Number of students appeared	Number of students Passed	Pass percentage	Number of students with marks between 91% to 100%	Number of students with A2/ marks between 81% to 90%	Special Remarks (if any)
X	21	21	100		5	

### Key Strengths of the School

- Good Infrastructure
- Student Centric Education-Conducive learning environment, Pastoral care
- Inculcating the environment and ecological consciousness, educational trips(subject to conditions)
- Good learning environment
- Regular Morning Assembly, Swachh Bharat Abhiyaan Project, Physical Sports and Safety
- Focus on Physical Education, Health, Sports
- Strong leadership
- Motivational Workshops
- Annual Inter School Activities through HOL, Sahodayas
- Disaster Management
- Joy of Giving
- Parent Teacher Association

### Staff List:

Group	Number of Regular/Trained
Pre-Primary	6
Primary	9
Secondary	10
Senior Secondary	4
PETs	1
Librarian	1
Music Teachers	1
Dance Teachers	1
Yoga Teacher	1
Special Educator	1

### PEDAGOGICAL PLAN COMMITTEE

SN	Name	Designation	Role in PPC
1	Mr Sanjeev Chib	MD	Advisor
2	Mrs Sapna Kumar	Principal	Advisor & Monitoring of APPC
3	Mrs Kanchan Thakur	Co-ordinator	Preparation of APPC Plan & Pedagogic Strategies
4	Mrs Rajni Ramgarhia	Co-ordinator	Curriculum Development
5	Mrs Parmjit Kaur	TGT IT	Curriculum Development
6	Mrs Mandeep Kaur	TGT English	Planning
7	Ms Anchal	TGT Maths	Planning
8	Mrs Jagjit Kaur	TGT Hindi	Planning
9	Mr Sourav Salaria	PGT Chemistry	Planning

## APPC Meetings to Develop the Plan

Date	Stakeholders Consulted	Discussions Held
16-Mar-24	Principal	Planning the yearlong activities under the guidance of Principal
	All Subject Experts	Framing the Curriculum & Annual Examination Schedule
	Co-ordinators	Planning School Calendar
	Teachers	Time Table Preparation
31-Mar-24	Principal	Planning the Constitution of various Clubs
	All Subject Experts	Annual Staff Duties as per job enrichment and enlargement
	Co-ordinators	
	Teachers	

### VISION, MISSION, VALUES, FOCUS & APPROACH

#### Vision Statement

- > To empower children to think independently to be passionate about what they wish to do
- To value excellence
- To be learning mode all their lives with knowledge, confidence, compassion and cheer
- > Children must proceed to make the world a better place than they found it.

#### Mission Statement

- To encourage children to think independently both within the classroom and beyond
- To empower teacher to guide children with means to construct knowledge
- To bring back element of joy to school surroundings which would nudge the child to grow into full bloom

#### Our Values

KNOWLEDGE-Empowering students to explore, learn, and grow intellectually.

INTEGRITY-Fostering an environment where honesty, accountability, and ethical behaviour flourish.

STRENGTH -Fostering resilience and perseverance in the pursuit of academic excellence and personal growth.

#### OUR TEACHING LEARNING APPROACH

- Pedagogy is NEP aligned.
- Stress is laid on individual interest of the students.
- Communication, collaboration, critical thinking and competencies are the main focus.
- Focus on the individual learning styles.
- Identifying the individual interests.
- Identification of the capabilities and skills possessed by the students that helps them to uncover their own strengths and also define their future learning goals.
- Students are mentored for the ways to achieve their goals and also to maintain the evidence that they need to produce.
- Teachers are able to understand their students as individuals and not only as students
- Students have the ability to regulate their behaviour, what to do/learn, how to do/learn and also how to present their learning.
- ICT is used as a strong tool to enhance personalized and effective learning

## INFRASTRUCTURE

BASKETBALL COURT	PHYSICS LAB
BADMINTON COURT	CHEMISTRY LAB
VOLLEYBALL COURT	SMART CLASS ROOMS
MUSIC ROOM	MULTI PURPOSE HALL
LIBRARY	MATHEMATICS LAB.
COMPUTER LAB	

### Step3:Lesson Plan

- Detailed lesson plan for a month is prepared by the teachers.
- The lesson plan includes LEARNING OUTCOMES, instructional method, Instructional resources like models, video links etc, set induction, method of recapitulation, assignment and details of constructivist approach and the integration
  - Teachers ensure that LEARNING OUTCOMES stated in the Curriculum ,Blue Print are met properly through the lesson plan. The lesson plans are submitted to the Co-ordinators monthly.

### Step4:Teachers Diary

- Topic wise split-up along with no of periods/days/dates for each topic and sub topic are planned in Teacher's Diary.
- Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment (one for each term) observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. to be recorded in the Teacher's Diary in the prescribed format.
- Teachers decide the LEARNING OUTCOMES, procedure, criteria for assessment and the relevant RUBRICS for the same. The Teacher's Diary should be submitted to the Principal on a weekly basis.

### Step5:Classroom Activity/Log Book

- The record of daily classroom activity, Homework assigned & follows up to be recorded in the class log book. The log book should be submitted daily to the Academic coordinator and monthly to the Principal. The various teaching strategies used are as follows:

1. Role plays
2. Integrated Learning
3. Collaborative and Interdisciplinary approach
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Teaching through e-content
8. Presentations
9. Field Trips

### ASSESSMENT TOOLS and RUBRICS for each class and each subject:-

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, program, planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended. Purposes of Assessments:

1. To identify the children's learning needs.
2. To help the teacher plan educational programs for the children.
3. To indicate which specific educational objectives, have or have not been achieved.
4. To serve as continuous evaluation.

## AREAS OF FUNCTIONING

- LESSON PLANNING (TERM WISE)
- TEACHER'S DIARY (WEEKLY)
- UPLOADING OF CW/HW (DAILY)
- UPLOADING OF ASSIGNMENT
- ASSESSMENTS (TERM1/TERM2)
- WORKSHOPS/ SEMINARS
- REMEDIAL MEASURES/ CLASSES
- PTM
- LIFE SKILL ACTIVITIES
- CLASS ASSEMBLY
- RESULT ANALYSIS
- OLYMIPAD EXAMINATION
- INTER SCHOOL COMPETITION
- TEACHER TRAINING PROGRAMMES(CBP AS PER THE GUIDELINES OF CoE CHANDIGARH)
- SMART GOALS
- SWOT ANALYSIS
- SHORT TERM AND LONG TERM ORGANISATIONAL GOALS
- DISASTER MANAGEMENT AND SAFETY DRILLS
- SDGS (SUSTAINABLE DEVELOPMENTAL GOALS)
- SPECIAL EDUCATOR
- PHYSICAL HEALTH AND FITNESS PROGRAMES
- CLASS WHATSAPP GROUPS
- PARENT ORIENTATION



## 2.8 STUDENT DEVELOPMENT PLANS OR REMEDIAL CLASSES (I-VIII)

- Step by step explanation of the concept would be done separately with the students who face problems.
- Individual attention to be given to below basic learners and assist them whenever required.
- Change the strategy for explanation and try a different one for better explanation.
- Feedback from the Class teacher given by the end of the year.
- Classroom participation as well as participating in group discussions.
- Submission of work on time. Self-initiative for any task assigned in the class.
- Responding to the questions directly asked by the concerned subject teachers.
- Certain patterns of work seen in the notebooks along with class test performance.
- Asking for doubts or clarification of the concepts taught in the class.
- After analyzing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes week wise will be conducted for each subject with more individual attention given to them in a smaller group.
- Guidelines for teachers for academically low performers.
- Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles
- They will be taught the content in a step-by-step method.
- Regular review /recap and practice worksheets will be given.
- Small group instructions will take place which will offer individual attention along with the peer teaching.
- Regular competition, rewards and giving the responsibility which will be set for these students on a month wise basis to get better results.
- Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.
- Parents will be involved and progress will be discussed on a monthly basis. Recap of the topics will be done at home with the parent's support.
- Student's goals will be made high but attainable along with the ways to find the intrinsic Motivation.

### CLASS OBSERVATION SCHEDULE

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Routine observations	Regular Basis	Subject Experts Co-ordinators Principal Director	Teachers are observed completing the planned syllabus during regular Observations.

### SCHEDULE OF EXAMS

Name of the test	Classes	Date of Commencement	Date of Culmination
• Periodic Test 1	III to X	Monday, 20 May	Monday, 27 May
• Periodic Test 1	XI	Thursday, 18 July	Thursday, 25 July
Mid Term	III-X	Friday, 8 September	Friday, 20 September
Mid Term	XI	Tuesday, 1 October	Thursday, 10 October
• Periodic Test -2	X & XI	Friday, 1 November	Friday, 8 November
• Periodic Test -2	III to IX	Thursday, 5 December	Thursday, 12 December
• Periodic Test 3/CT	XI	Thursday, 5 December	Thursday, 12 December
Pre-Board	X	Thursday, 5 December	Tuesday, 17 December
Final Term	III to XI	Monday, 17 February	Wednesday, 5 March

#### Annual Result Declaration:

✚ Saturday, 15 March, Classes III to XI

### OBJECTIVE OF ANNUAL PEDAGOGICAL PLAN

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and students success.
3. To provide appropriate facilities and equality and productive work, study and learning environment aims engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school's mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrolment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial partnerships.

## **GUIDELINES FOR IMPLEMENTATION OF ANNUAL PEDAGOGICAL PLAN**

- 1. Develop content related to art, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT teachers.**
- 2. Ensure dissemination of plan to all teachers and all concerned by May every year.**
- 3. Ensure proper implementation of this plan.**
- 4. Monitor the progress at least on a monthly basis.**
- 5. Reach out to the Board for any training needs.**

## **ASSESSMENT**

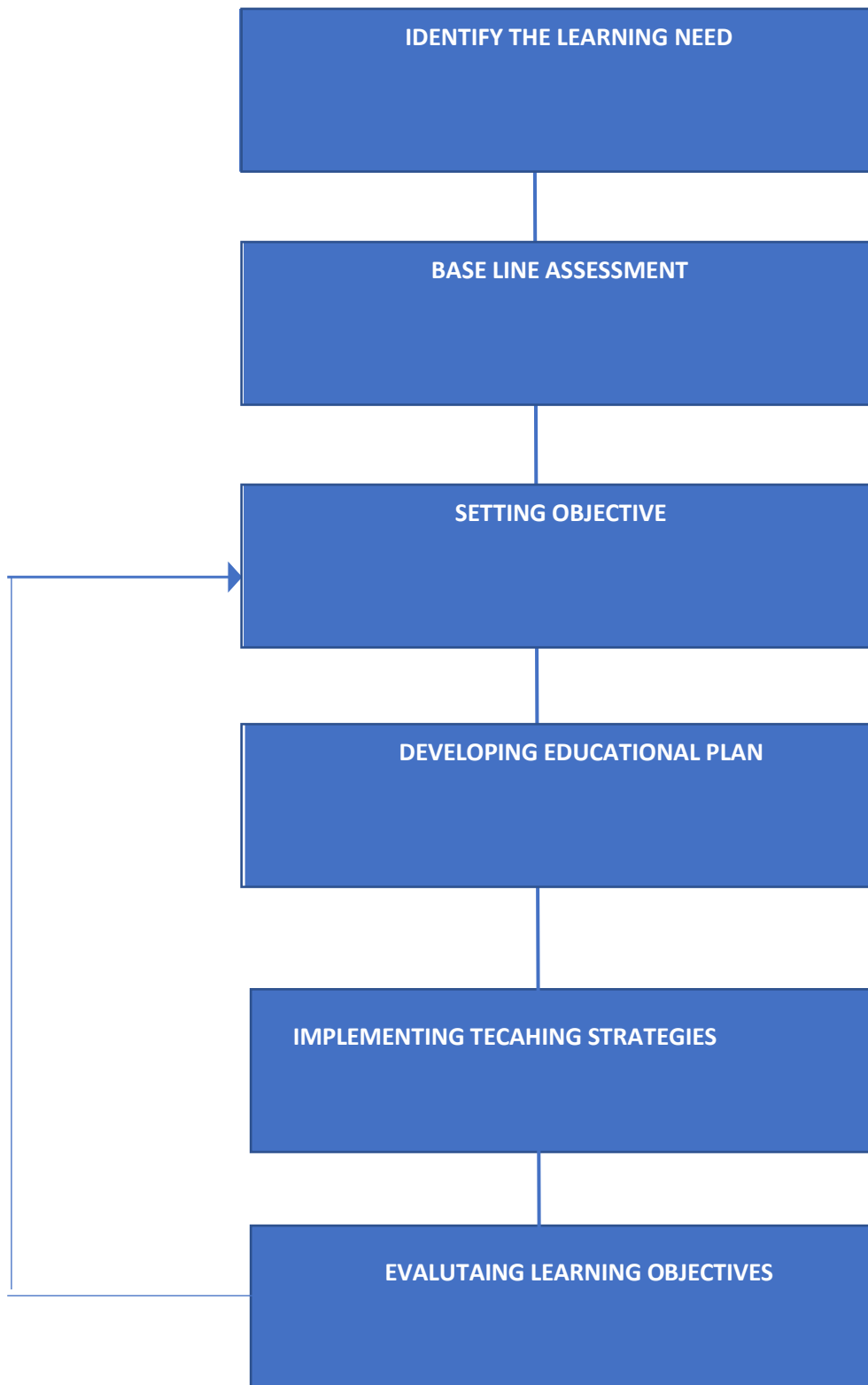
**A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teachers is recommended. Assessment is not something external to the learning environment or something added at the end of the learning process for administration purpose or parents reporting. It is an integral part of effective**

**learning, where the children are provided with a feedback on their progress.**

## **PURPOSES OF ASSESSMENTS**

- ❖ To identify the children's needs.**
- ❖ To help the teacher to plan next.**
- ❖ To indicate which specific educational objective has or has not been achieved.**
- ❖ To serve as continuous evaluation. Set learning objectives and implementing curriculum programmes.**
- ❖ To evaluate the effectiveness of curriculum of curriculum programmes & making adaptations to curriculum programmes.**

## ASSESSMENT FLOW



## **HOUSE KEEPING PRACTICES**

- a) **Make appropriate green lunch arrangements and follow the principles of reducing waste.**
- b) **Educate children to bring only healthy food and do not allow any junk food inside the campus. Encourage students the practice of sharing food once in a while at least. Ensure that the students have fruits/nuts/sprouts only during the ‘Fruit Break’.**
- c) **Appoint designated staff member to follow up on the implementation of the energy saving measures in school premises.**
- d) **Monitor the usage of electricity, water and paper.**
- e) **Conduct routine checks to ensure unnecessary lighting/air-conditioners/fans.**
- f) **During lunch breaks and after classes, switch off the lights/air conditioners/fans/computers/smart boards when nobody is in the class.**
- g) **Remind staff and students on regular basis of the need to save resources.**

## **PARENT–TEACHERS MEETING**

Parents and Teacher co-operation is essential to ensure the complete and harmonious development of child’s personality. We therefore have parent teacher meeting at the end of Periodic assessments and at the end of each term.

## **EXTRA CLASSES AND REMEDIAL CLASSES**

Extra classes and remedial classes will be taken in the school in the zero period, before or after the school hours. Remedial classes will be conducted for the learners who need extra support. Attendance is compulsory for these classes.

## DESCRIPTOR 1 : Engaging in Teachers' Professional Development

DESCRIPTOR 1 : Engaging in Teachers' Professional Development					
STEP1	STEP2	STEP3		STEP4	STEP5
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 time line for implementation?	What will the impact look like?
<p><u>Actionable 1:</u> Organisation of virtual and off line trainings, workshops and webinars based on identified school's needs.</p> <p><u>Actionable 2:</u>Engage in a dialogue with individual teachers to identify needs and the way ahead.</p> <p><u>Actionable 3:</u> Establish subject-wise committees of teachers for feed back on current knowledge and skills. Also identify specific needs of teachers.</p> <p><u>Actionable 4:</u>The teacher attending the workshops to share the inputs with other teaching faculty.</p>	To encourage teachers to enroll for online workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy.	<p>Teachers will be encouraged to learn new digital techniques.</p> <p>Teachers will be encouraged to prepare rubrics for the assessment.</p> <p>Teachers will be encouraged to attend the CBSE course regularly to know more about NEP 2020.</p> <p>Modify rubrics based on usage and need.</p>	Principal Co-ordinators	Implementation: 1May 2024.	Teachers will be able to implement NEP 2020 effectively. All teachers will use rubrics to determine the attainment of learning outcomes.

## DESCRIPTOR 2:Honing English Communication Skills

DESCRIPTOR 2:Honing English Communication Skills					
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 time line for implementation?	What will be the impact look like?
Students feel hesitant to communicate in English.	<ul style="list-style-type: none"> <li>Minimal use of Hindi by the students and staff.</li> <li>Teachers have to be vigilant.</li> <li>Secret monitors will be appointed.</li> <li>Appreciate/Encourage Students for Communicating in English.</li> <li>Badges for students who communicate in English.</li> </ul>	Encouraging And improving reciprocally.	Principal, Subject Heads, Incharges, Teachers and Stakeholders	May 01, 2024	Confidence of the students will rise. Students will be motivated to speak English to earn a badge.

### DESCRIPTOR 3: Initiating Innovations in schools.

DESCRIPTOR 3: Initiating Innovations in schools.						
STEP 1	STEP 2	STEP 3		STEP 4	STEP 5	
<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the time line for implementation?</b>	<b>What will the impact look like?</b>	
<p><u>Actionable1:</u> To establish fully equipped Computer lab for coding i.e. futuristic skill .</p> <p><u>Actionable 2:</u>Ensure that it is working efficiently And have regular mentor–teacher Meetings.</p>	<p>We need to promote a positive mindset Where failure is seen as a Stepping stone to success. We need to develop a professional learning community for sharing ideas and innovations.</p>	<p>Challenge Teachers to try innovative Pedagogies And provide opportunities to reflect on their experience. Showcase the innovations in the Websites, Local Newspaper, Other Mass Media Sources. Encourage parents to appreciate and Co-Operate With their children and School.</p> <p>To provide Incentives and show appreciation by giving away certificates, cash prize etc.</p> <p>Providing opportunities like Genius Hour, Coding Hour, STEM Activities Etc.</p> <p>Encourage And support teachers to try out new ideas. To provide students and teachers a big platform by conducting Seminars, Workshops, Exhibitions Etc.</p>		<p>School Head Subject teachers Mentors Science Coordinator.</p>	<p>To be completed In 15 May,2024 Implementation: 1<sup>st</sup> May 2024.</p>	<p>The lab will inspire students to develop new ideas for the projects. Participation of children in projects associated with it.</p>
<p><u>Actionable3:</u> To go on field trip to understand the local problems and take it as a theme for their upcoming projects.</p>						

### Descriptor4:Collaboration Of Resources

Descriptor4:Collaboration Of Resources					
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 time line for implementation?	What will be the impact look like?
<p>Teachers make assignments individually for their classes. Teachers use their own resources, pedagogy for teaching a lesson leading to disparity in all questions of the same standard.</p>	<p>Teachers will collaborate with their co teachers. Collaboration with teachers of other schools will also be done.</p>	<p>Teachers will collaborate and will make question banks. A pool of available resources for particular subject will be created. The Question bank and pool of resources will be shared with other Schools and their resources will be taken as an exchange.</p>	<p>Principal, Headmistress Incharges Coordinators</p>	<p>September, 2024</p>	<p>Teachers will always have questions, resources easily available. It will ease the pressure not getting quality material.</p>

### Descriptor 5:Using Newspaper As A Teaching Tool

Descriptor 5:Using Newspaper As A Teaching Tool					
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 be the impact look like?
<p>Newspaper reading is being encouraged in zero period/Substitution periods. Some teachers are using it as a pedagogy.</p>	<p>Teachers of all Subjects will make extensive lesson plans to use newspaper as a teaching tool.</p>	<p>Newspaper will be used to enhance language skills, general knowledge study and an analyze statistical data, develop scientific temperament.</p>	<p>Principal, Coordinators</p>	<p>July, 2024</p>	<p>Confidence of students about current affairs will be built. It will reduce brain drain as students will feel proud to know about the placement of media on the global map. The teaching learning process will be lively due to the use of innovative pedagogy.</p>



## Descriptor 6: Encouraging Student Appreciation

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 time Line for implementation?	What will be the Impact look like?
Verbal Communication of the Students dwelt upon. Certificates are given only to the students who win co- scholastic activities.	RUBRICS will be Planned for class of the month/class of the year/student of the month/student of the year.	Certificates will be given to the students.	Principal, Coordinators	May 2024	Students individual Talent will be recognized. Students confidence level will be boosted. More students will be encouraged o take part in co- scholastic activities.

## Descriptor 7: Developing A Learning Culture

Step1	Step2	Step3	Step4	Step5	
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 time line for the same?	What will be the impact Look like?
<p><u>Actionable1:</u> We create opportunities for staff and students wellbeing.</p> <p><u>Actionable2:</u> We establish an open door policy and transparent communication amongst stakeholders.</p> <p><u>Actionable3:</u> Efforts are taken to develop pre-vocational and vocational skills and physical education through an integrated curriculum.</p>	<p>We need to provide challenging opportunities for students to imbibe knowledge through experiential, innovative and collaborative methods. Listen actively to and support suggestions ,ideas and comments provided by teachers and students. Guide teachers to utilize data for effective planning and instructional plans..</p>	<p>Encourage inclusive and competency based learning. Educationists and experts may be called to develop the learning skills and habits.</p> <p>Implementation of 21<sup>st</sup> century skills of learning along with the NEP 2020.</p> <p>Practical learning should be encouraged so proper time table should be prepared for full utilization of labs. Celebrate success stories with the larger school community Set high expectations for students and communicate these effectively.</p>	<p>Principal Teachers Parents Mentor Local administrators</p>	<p>Implementation :1 July 2024</p>	<p>Quality of learning will be improved and at the same time quantitative result will also improve. School average will also go at a high level if learning is more joyful and stress free. Design innovative ways to engage parents in their child’s learning journey.</p>
<p>Actionable4: To invite speakers on talks related to joyful learning, managing stress and on creating an atmosphere of ‘No Anger’ to improve the quality of learning.</p>					

## Descriptor 8 : 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 be achieve what we want to do?	Who is responsible?	What is the time line for implementation ?	What will the impact look like?

<p>Actionable1: Formulate inclusive Policies and structures Sensitize teachers, peer group, support staff and The community to the Unique needs of diverse Group of learners.</p>	<p>Improve teachers Knowledge and skills in Supporting students with Special needs in the Teaching learning process. Focus on children facing learning difficulties and Utilizing data from Learning outcomes of each child to build a student profile. It can support the learning needs of the students to make learning personalized with in the classroom.</p>	<p>Provide teachers opportunity to work in teams, share ideas &amp; reflect on best practices. Identify suitable resource persons. Use ICT digital resources and assist in technology to provide experiences to children. It could be effectively employed to make every student learn as per NEP 2020. Use positive behavior and support strategies to address behavioural issues. Teachers regularly review the learning outcomes, instruction to support curricular goals of students. All the teachers in the school undergo training from CBSE to learn behavior and emotional problems of the children which helps to focus on educational needs. Maintain a profile of each student. Case study of each child helps child in additional learning and designing activities to increase participation in class.</p>	<p>Principal, teachers, stakeholders, mentors&amp; coordinators</p>	<p>Final draft 1 May 2024</p>	<p>All teachers will be trained in Inclusive practices. All teachers get ample opportunities to upgrade their Skills and are responsive to the Needs of learners. All teachers will be able to Identify and experience Learning difficulties and how the changes will impact student learning. Enhance engagement and value the achievement of all learners. Teachers will learn to become a conceptual artist who moulds knowledge,, feelings, thoughts, sensation and experience into an active and activating educational process.</p>
<p>Actionable 2: Teachers are trained to formulate a school improvement plan with short-term and long –term goals.</p>	<p>Improve teachers knowledge using DIKSHA, NISHTHA app. Complete competency based education and art integrated teaching.</p>	<p>Teachers regularly review the learning outcomes, instruction to support curricular goals of students. All the teachers in the school undergo training from CBSE to learn behavior and emotional problems of the children which helps to focus on educational needs. Maintain a profile of each student. Case study of each child helps child in additional learning and designing activities to increase participation in class.</p>			
<p>Actionable 3: Teachers are trained to make a group presentation using resources in school. It will focus on the special educational needs of each category Of students and teaching Strategies to be adopted To accommodate them.</p>					
<p><u>Actionable 4:</u> To identify the below basic learners and give them academic Support for better Performance and to Boost their confidence.</p>					

**DESCRIPTOR 9 : 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 be we achieve what we want to do?	Who is responsible?	What is the time line for implementation ?	What will the impact look like?

<p>Actionable1: To create SMART Goals.</p> <p>Actionable 2:To create a personal vision and check how my personal vision is perceived by all Stakeholders of The school.</p> <p><u>Actionable3:</u> To merge my own Personal vision With the vision of The institution, Stakeholders and School leaders</p> <p><u>Actionable4:</u> To involve all The stake holders In every decision Of the institution And enhance Myself as a great 'Pedagogical leader'</p>	<p>To repose and build trust from amongst all the functionalities of the school and the society. To make myself have a better understanding of the tools like Johari window and to identify the strengths and weaknesses of the school.</p>	<p>Taking feedback from time to time And rectifying the same by taking Along with me all involved in the Smooth functioning of the institution. By assessing the academic performance improvement as per the various descriptors.</p>	<p>Principal Coordinat or Teachers Stakehold ers</p>	<p>Starting from April 2024</p>	<p>By creating personal Development plan and Enhancing myself as a Pedagogical leader. The school will be a 'School with a difference' and an enjoyable place to work for students as well as the stakeholders.</p>
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