



ACADEMIC MASTER PLAN

ST.JOSEPH'S GHS CHENGAL

2025-26

PROFILE

| | |
|-----------------------------------------|----------------------------|
| Name of School | ST.JOSEPH'S G H S CHENGAL |
| Date of establishment | 1910 |
| Name of village | KANJOOR |
| Name of cluster | SREEMOOLANAGARAM |
| Name of Panchayat: | KANJOOR |
| Name of Block | ALUVA |
| Name of BRC | ALUVA |
| Name of District | ERNAKULAM |
| Name of Sub District | ALUVA |
| Name of H M with Mob:Number | JOLLY VARKEY,8289898620 |
| Name of Senior Assistant with mobile no | NESSY MARIA,7025714251 |
| Email ID | chengalstjosephs@gmail.com |
| School Code No | 25036 |
| Name of Taluk | ALUVA |
| School Manager with mobile no | DAYA MARIYA |

PREFACE

St. Joseph's G.H.S. Chengal is committed to nurturing a generation of empowered learners through a comprehensive and inclusive academic plan. Rooted in the values of excellence, discipline, and compassion, the school has long been a beacon of quality education in the region. Our academic plan is designed to align with the National Education Policy and the Kerala State Curriculum Framework.

This plan aims to cater to the holistic development of every student. We recognize the diverse learning needs of our students and aim to create equitable opportunities for all. The academic plan emphasizes student-centered pedagogy and participative learning environments. Special focus is given to foundational literacy and numeracy in lower classes. Technology integration and digital literacy are key components of our strategy. Teachers are empowered through regular professional development and training sessions.

Community participation and parental involvement are encouraged in the learning process. The academic plan supports critical thinking, creativity, and collaborative learning. Subject-wise goals are clearly defined to ensure a structured approach. Assessment practices are being reformed to include both formative and summative components. Remedial instruction is provided for students requiring additional support. The plan seeks to strengthen learning outcomes through measurable academic indicators. Social-emotional learning and mental well-being of students are integrated into classroom practices. Language development, especially in English, Malayalam, and Hindi, is a priority. Mathematical reasoning and problem-solving are emphasized across all levels. Science and environmental awareness are cultivated through hands-on learning. Arts, sports, and cultural education form an essential part of the curriculum.

The school also promotes civic awareness, gender sensitivity, and moral values. Vocational skills and life skills training are gradually introduced from the upper primary level. Inclusive education is ensured for children with special needs and learning difficulties. The academic plan fosters a safe and stimulating environment for inquiry and exploration. Digital tools like KITE VICTERS, Samagra, and e-resources are utilized to enhance classroom delivery.

A collaborative spirit among teachers, students, and stakeholders drives innovation. Our plan aligns school activities with national programs like and Samagra Shiksha. Continuous review and reflection will help refine our strategies over time. Our vision is to make St. Joseph's G.H.S. Chengal a model institution of 21st-century education. This academic plan is not merely a document but a roadmap toward excellence and transformation. Together, we commit to building a brighter and more inclusive future for our learners.

School Development Goals

1. Ensure quality education for students in every class, linked to each subject.
2. Identify each student's abilities and provide appropriate opportunities for their development.
3. Create an excellent learning environment and provide necessary physical infrastructure for students.
4. Provide various training programs for teachers to conduct subject-related quality activities.
5. Ensure the necessary infrastructure and academic preparedness for ICT-based learning.
6. Guarantee the use of ICT facilities in all classrooms.
7. Provide adequate physical facilities for co-curricular activities.
8. Create opportunities conducive to creative teaching and learning.
9. Identify students with low learning interest and design suitable classes and teaching strategies for them.
10. Improve the physical environment to implement the concept that "The school itself is a textbook."
11. Provide scientific laboratories required for all students to support scientific learning.
12. Make use of dynamic and engaging teaching strategies such as study tours, learning camps, workshops, expert classes, seminars, and projects.
13. Foster interest in agriculture among the new generation.
14. Keep students away from drug use and make them aware of its harmful effects.
15. Achieve the goal of a plastic-free school.
16. Protect and enhance biodiversity gardens and medicinal gardens.
17. Give special consideration to educationally backward groups and bring them into the mainstream.
18. Provide suitable opportunities for skill-based and vocational education.

19. Establish guidance and counseling services for students.

20. Engage in maximum activities to connect the school with the community.

21. Integrate locally available resources and facilities with learning activities.

22. Strengthen the library to encourage reading among students.

23. Implement appropriate methods for waste management within the school.

24. Make the mid-day meal more diverse and appealing.

25. Organize physical activities that ensure the physical fitness of students.

26. Implement the concept of a “Talent Lab” in the school.

TEACHERS&INCHARGE

| TEACHER'S NAME | SUBJECT | INCHARGE |
|-------------------------|----------------|-----------------------|
| SR.JAISE THERESE | HM | HEADMISTRESS |
| ANJU P D | IA | SANCHAYIKA |
| OMANA A R | 1B | |
| HARITHA HARIDAS | IC | |
| SR.POULIN | IIA | |
| MINI VARGHESE | IIB | GUIDES |
| NEETHUGEOERGE | IIC | |
| MARIA CHACKOCHAN | IIIA | |
| BOBY GEORGE | IIIB | SRG |
| SHEEBAT S | IIIC | |
| NEENU YACOB | IVA | |
| SR.FINA | IVB | |
| SINITHA DAVIS | IVC | |
| RENNY V A | VA | SCHOOL SOCIETY |
| SHIBI THOMAS | VB | SSA |
| SR.VINNY | VC | |
| RENY CHACKO | VD | PTA SECRETARY |
| BEENA JOSEPH | VE | |
| SR.NEENA THERESE | VI A | |
| SR.JIS MARIA | VIB | |
| SR.CHRISLINE | VIC | |

| | | |
|------------------|---------------|-------------------|
| SMINI THOMAS | VID | |
| REMYA K R | VIE | |
| SR.ANN MARY | VIIA | SCHOOL BUS |
| MANJU POULOSE | VIIB | GUIDES |
| SR.NAVEENA | VIIC | |
| SR.JOVIT | VIID | SCHOOL BAND |
| LIBA JACOB | VIIE | SANCHAYIKA |
| SMITHA YACOB | VIIIA | |
| SR.DISMI DAVIS | VIIIB | LITTLE KITES |
| SR.NIVYA | VIIIC | NATURE CLUB |
| JIJI K R | VIIID | |
| SEENA GEORGE | VIIIE | SRG CONVENOR |
| SR.ANN TOM | IXA | VIDYARANGAM |
| ASHLY DAVID | IXB | LITTLE KITES |
| SR.LISMY | IXC | MATHS CLUB |
| SR.ANUPAMA | IXD | RED CROSS |
| JISSA P C | IXE | SANCHAYIKA |
| SR.JAISE ROSE | XA | |
| DEEPTHY VARGHESE | XB | RED CROSS |
| SR.NESSY MARIA | XC | ASST.HEADMISTRESS |
| SMITHA DAVIS | XD | SCIENCE CLUB |
| SR.MARGET | XE | MATHS CLUB |
| SR.PUSHPA | MALA | SCHOOL SOCIETY |
| SUDHA JOSE | ENGLISH | SITC |
| SR.JOHNCY MARIA | HINDI | PTA TREASURER |
| SR.JINSA | MATHS | GUIDES |
| LISSY PAUL | HINDI | |
| ARYA RAJAN | CHEMISTRY | |
| SILJA CHACKO | PT | |
| VEENA VENU | MUSIC | |
| SR.ELSA ROSE | BASIC SCIENCE | |
| SR.MARIA THERESE | | |
| JOBIN K THOMAS | PT | |

| | | |
|--------------|--------|--|
| ROSE POULOSE | W.E | |
| SAFIYA C K | ARABIC | |

CURRENT PHYSICAL INFRASTRUCTURE

| SECTION | EXISTING |
|----------------------|-----------------|
| CLASS ROOMS | 42 |
| BOY'S TOILET | 8 |
| GIRL'S TOILET | 35 |
| WELL | 1 |
| COMPOUND WALL | YES |
| LIBRARY | 1 |
| PLAY GROUND | 2 |
| RAMP | YES |
| COMPUTER LAB | 2 |
| SMART ROOM | 1 |
| READING ROOM | 1 |
| SCHOOL BUS | 2 |
| SCIENCE LAB | 1 |
| COMPUTERS | 42 |
| PROJECTORS | 25 |

LIST OF DIFFERENTLY ABLED CHILDREN

| CLASS | VI | HI | ID | AUTISM | BOARDERLINE INTELLIGENCE | LOCOMOTIVE DISABILITY | TOTAL |
|--------------|-----------|-----------|-----------|---------------|---------------------------------|------------------------------|--------------|
| 5 | | | | | 2 | | 2 |
| 6 | | 1 | 1 | | | | 2 |
| 10 | | | | | | 1 | 1 |

PROBLEMS,CHALLENGES

1. Academic Challenges

1. It is not possible to ensure the expected learning levels for all students.
2. There is a lack of a consistent curriculum for students of varying learning levels.
3. Around 10% of students are not able to receive basic education.
4. It is difficult to ensure a proper standard of education.
5. The abilities of each student are not being identified and nurtured effectively.
6. Students progressing to the next grade are unable to achieve the expected learning outcomes in subjects like Malayalam, English, Hindi, and Mathematics.
7. The available learning resources are not being utilized to their full potential.
8. The entire learning process cannot be made fully scientific or comprehensive.
9. The functioning of the class library is not effective.
10. There is a lack of scientific methods to provide necessary life guidance or counseling to students.

11. It is not possible to implement club activities in connection with academic learning.
12. It is difficult to ensure the participation of all students in arts and cultural activities.

2. Physical Challenges

1. Lack of resource rooms to store learning materials.
2. Necessary facilities are not available for the class library.
3. Some students arrive at school without having breakfast.

3. Social Challenges

1. Parents and community workers lack the necessary awareness to effectively address the issues faced by children with disabilities.
2. There is inadequate understanding of the legal protections available for ensuring quality education and life for differently-abled individuals.
3. It is difficult to ensure active community participation in fulfilling the academic and physical needs of the school and resolving related issues.
4. The potential of institutions like the Alumni Association, Former Teachers' Association, SMC, SMDC, and PTA is not fully identified or utilized.
5. The school is unable to access local resources or gain the support of available talents in the community.
6. Parents and students lack the proper perspective and appreciation for arts and cultural activities.
7. The cooperation of talented individuals from the community is not effectively utilized to coordinate arts, sports, and cultural programs.

ACADEMIC MASTER PLAN– MALAYALAM

| പ്രാണിക്കേശൻ | പരിഹാര പ്രവർത്തനങ്ങൾ | കാലയളവ് | സാമ്പത്തികം | എജൻസി |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------|
| ഭാഷാപരമായ ശേഷിയില്ലായ | <ul style="list-style-type: none"> ജീബൻ ആദ്യവാരം കട്ടികളുടെ അടിസ്ഥാനക്ഷമതാ പരിശോധന നടത്തുന്നു. തുടർന്നുള്ള പാദങ്ങളിൽ തുടർച്ചായ പരിശോധനയും ശിക്ഷണവും നടത്തുന്നു. സ്കൂൾ പരിശീലനം, പൂർവ വിജ്ഞാർത്ഥികളിൽ നിന്നുള്ള സഹായം | . 2025 | | PTA SRG |
| വായനാപരമായ വൈകല്യം | <ul style="list-style-type: none"> മലയാളം കൂട്ടു് പഠന പരിശോധന നടത്തുന്നു. ഒഴിവുഡിവസങ്ങളിൽ രക്ഷിതാക്കശർക്കും കട്ടികൾക്കും സംയുക്ത പട്ട കൂസുകൾ. | തുടർച്ചയായി | | MA LAY ALA M CLU B |
| സാഹിത്യപരമായ പരിചയക്കുറവ് | <ul style="list-style-type: none"> “ചങ്ങാതിക്കൂട്ടം” വഴി വ്യത്യസ്ത സാഹിത്യതലങ്ങൾ പരിചയപ്പെടുത്തുന്നു. കട്ടികളുടെ സൂച്ചികൾ സാഹിത്യ ചുമരിൽ പ്രദർശിപ്പിക്കുന്നു. | 2025-26 | | MA LAY ALA M CLU B |
| കലാത്രപങ്കെല്ലാ അനിയാൻ അവസരക്കുറവ് | <ul style="list-style-type: none"> വിവിധ കലാകാരരംഗരു പാഠാഗങ്ങൾക്കുന്നസരിച്ച് പരിചയപ്പെടുത്തുന്നു. കട്ടികൾ, രക്ഷിതാക്കശർ, അധ്യാപകർ എന്നിവർ പങ്കെടുക്കുന്ന പാവനാടക്കം, ശില്പശാല. | 2025-26 | | PTA, TEA CHERS |
| ഭാഷാപരമായ | വായനാമൂലങ്ങൾ സജീകരിക്കുന്നു | 2025-26 | | MA LAY |

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|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|----------------------|
| കൈകൊണ്ട് പ്രവർത്തനങ്ങളി ലെ കാര്യ | <ul style="list-style-type: none"> വിവിധ തലത്തിനനുസരിച്ചുള്ള പുസ്തകങ്ങൾ, മാസികകൾ. കൈകവരികല്പകൾ, ജോലി പത്രങ്ങൾ (വർക്ക്ഷീറ്റുകൾ) വഴി ഭാഷാ പരിശീലനം. | | | ALA M CLU B |
| ഭാഷാ പഠനം ആകർഷകമല്ല | <ul style="list-style-type: none"> ഭാഷാശൈലി വികസിപ്പിക്കാൻ ഭാഷാലാഭവും സഹാപിക്കുന്നു. • ഡിജിറ്റൽ ലൈബ്രറി (ഇൻറെന്റിൽ ലഭ്യമായ പുസ്തകങ്ങൾ ഉൾപ്പെടുത്തി). | 2025-26 | | PTA, ALU MNI |
| സാഹിത്യാഭിരാജി വളർത്താൻ അവസരക്കുവെ | <ul style="list-style-type: none"> • പ്രശ്ന കലാകാരന്മാരെ സൗഖ്യതല കൂടാനിലേക്ക് ക്ഷണിക്കുന്നു. • പ്രശ്ന സാഹിത്യകാരന്മാരെ ഉൾപ്പെടുത്തി സാഹിത്യ ക്ലാസ്സ്. • കാട്ടികൾക്ക് തങ്ങളുടെ സാഹിത്യപ്രതിഭ പ്രകടിപ്പിക്കാൻ സൗഖ്യം ആകാശവാണി പരിപാടികൾ. • ലൈബ്രറി കൗൺസിൽ നേതൃത്വത്തിൽ മികച്ച ആസ്യാദന കാരിപ്പുകൾ തെരഞ്ഞെടുത്ത് പ്രോത്സാഹിപ്പിക്കുന്നു. | | | ALU MNI ,PTA |

ACADEMIC MASTER PLAN- ENGLISH

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGENCY |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|-------------------------------------------|
| Ineffective teaching | <ul style="list-style-type: none"> • Target language classes for teachers • Workshop by language experts • TLM workshop for teachers | 2025 | | PTA, MPT A,T EAC HER S |
| Defective pronunciation | <ul style="list-style-type: none"> • Audio-video clippings on correct pronunciation • Phonetics classes by experts • Language lab • ICT facilities • Readers' theatre | 2025-26 | | PTA, MPT A,T EAC HER S |
| Lack of communication skills | <ul style="list-style-type: none"> • Story dramatisation • Debates & seminars • English fest • Theatre workshop • English club • English assembly • Skype chatting • Translation skill training | 2025-26 | | PTA, MPT A,T EAC HER S, BR C MA NAG EMENT |
| Slow pace learners | <ul style="list-style-type: none"> • TLM support • Special coaching • Action research | 2025-26 | | ENG LIS H TEA CHE RS |
| Gifted children support | <ul style="list-style-type: none"> • Special coaching using language experts • English library • Book exhibition • Creative writing classes • Children's magazines • Digital library | 2025-26 | | PTA TEA CHE RS |
| Insufficient vocabulary | <ul style="list-style-type: none"> • Word games • Computer-based word study • Spelling contests • Crosswords • Dictionary-making from | 2025-26 | | TEA CHE RS AND STU |

| | textbook words | | | DEN TS |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|---------------------------------------------|
| Defective sentence pattern | <ul style="list-style-type: none"> • Sentence card preparation & use • ICT-based conversation practice • English magazine & bulletin • Blog writing • English learning equipment | 2025-26 | | HM AND TEA CHE RS |
| Illegible handwriting | <ul style="list-style-type: none"> • ICT-based writing • Peer learning • English diary writing • English pen-pal communication | 2025-26 | | TEA CHE RS AND STU DEN TS |

ACADEMIC MASTER PLAN- HINDI

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NC Y |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|-------------------------|
| Lack of basic skills in Hindi among all students | <ul style="list-style-type: none"> • Establish Hindi library • Reading card system • Celebration of Hindi Day • Hindi assembly • Hindi news reading | 1 YEAR | | SCH OOL FUN D |
| Poor exposure to Hindi environment and writing | <ul style="list-style-type: none"> • Create picture album of Hindi writers • Formation of drama group | 6 MONTHS | | SSA |
| Neglect towards Hindi language | <ul style="list-style-type: none"> State-level educational trip in Hindi • Hindi camps • Hindi fest | | | SPO NSE RSH IP |
| No access to formal Hindi learning from | <ul style="list-style-type: none"> • Conduct Sugama Hindi exam in Class 7 • Provide Hindi learning | INTERVALS | | SSA |

| | | | | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--|----------------|
| lower classe | opportunity from Class 1 | | | |
| Lack of vocabulary and IT knowledge | <ul style="list-style-type: none"> Word card making competition (Class 5) Word formation competitions Alphabet games Worksheets for Class 6 & 7 IT-based learning access | AUGUST, SEPTEMBER | | SSA |
| Lack of interest in Hindi language | <ul style="list-style-type: none"> Screen Hindi cartoons, stories, and films | | | |
| Lack of Hindi environment in school | <ul style="list-style-type: none"> Interaction with Hindi language experts Ensure service of guest teachers | INTERVALS | | PTA, HINDI SRG |
| Difficulty in student performance in Hindi | <ul style="list-style-type: none"> Weekend Hindi classes Monthly remedial Hindi coaching under learning support scheme | WEEKLY | | PTA |
| No access to proper classes for talented students | <ul style="list-style-type: none"> Conduct special Hindi coaching for talented students | MONTHLY | | PARENT, PTA |

ACADEMIC MASTER PLAN- ARABIC

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGENCY |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|------------|
| Difficulty in learning, speaking, and using the Arabic language | <ul style="list-style-type: none"> Identify linguistic backwardness with student involvement Use effective tools like reading, vocabulary lists, writing, interviews Use of language games, word-building, and peer group learning | 2025 JUNE | | ARABI CLUB |

| | | | | |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|---------------------|
| Lack of awareness that language is useful in daily life | <ul style="list-style-type: none"> Organize Arabic Reading Festival Conduct reading competitions Maintain class and school libraries Create WhatsApp group for Arabic discussions | 2025-26 | | PTA AL UM NI |
| Lack of interesting and engaging language learning resources | <ul style="list-style-type: none"> Invite native Arabic speakers Use ICT resources Leverage social media Create digital library and language lab Establish CD library | 2025 | | AR ABI C CL UB, PTA |
| Limited opportunities to read, listen, write, and speak Arabic | <ul style="list-style-type: none"> Conduct story writing competitions Essay writing competitions Star for best writing Prepare notes and magazines Organize writing exhibitions and peer writing competitions | 2025-26 | | AR ABI C CL UB |
| Lack of creative skill development through Arabic learning | <ul style="list-style-type: none"> Create Arabic tree (theme-based board) Arabic wall displays Arabic room setup Arabic assembly Quizzes Poster card making, rallies, placards, and picture exhibitions | 2025-26 | | AR ABI C LU B |

ACADEMIC MASTER PLAN– BASIC SCIENCE

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGEN CY |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|-------------|
| Ensure all students achieve the expected | <ul style="list-style-type: none"> Prepare worksheets covering all units Develop tools and unit tests for continuous evaluation | 2025 JUNE | | TE AC HE RS |

| | | | | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|-------------------------------|
| learning outcomes | <ul style="list-style-type: none"> • Prepare TLM (Teaching Learning Materials) | | | |
| All students should reach standard levels in science process skills | <ul style="list-style-type: none"> • Equip school science lab • Resource preparation • Science lab/corner in every class • Create pedagogic park with experiments • Science magic shows weekly • Supply science kit | 2025 JUNE | | MANAGEMENT, PTA |
| Lack of opportunities for science creativity | <ul style="list-style-type: none"> • Set up school science library • Invite expert-led sessions • Organize science drama and competitions • Equip modern lab • Prepare ICT materials and digital TLM | 2025-26 | | SCIENCE CLUB, PTA |
| Less use of learned knowledge in real life | <ul style="list-style-type: none"> • Organize field trips linked to science lessons • Conduct “Science Evenings” in local markets • Astronomy observation sessions • Include murals based on textbook concepts | EVERY YEAR | | PTA, SCIENCE CLUB, MANAGEMENT |
| Decrease in scientific curiosity among students | <ul style="list-style-type: none"> Setup digital live classes • Develop mobile applications • Arrange wall murals and mini-planetarium • Create outdoor science park and open experiments • Install “Wonder Walls” in each class | 2025-26 | | SCIENCE CLUB, PTA, ALUMNI |
| Lack of scientific learning environment in schools | <ul style="list-style-type: none"> • Setup TINKERING LAB | | | GOVERNMENT |

ACADEMIC MASTER PLAN- SOCIAL SCIENCE

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NC Y |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|-----------------------------------------------------------------------|
| Develop historical awareness among learners. Shape the future based on historical understanding. | <p>Forests and Hills: Field trips are organized to historically significant places.</p> <p>Field Sparrows: Special learning trips are organized with tailored modules focusing on students who lack foundational knowledge in social science.</p> | | | ALU MINI ,SC HO OL FUN D,M AN AGE ME NT |
| Adopt democracy as a way of life. Foster civic awareness and a sense of values. | Awareness class, street play | 2 months | | |
| Promote observation and experimentation in Social Science | Encourage students to develop observation and experimental skills related to social science topics. | 2025 | | SOC IAL SCI ENC E CLU B |
| Nurture secularism and tolerance | Foster secularism and tolerance through active engagement and help students grow through value-based activities. Help them become familiar with social reformers. | 1 YEAR | | SOC IAL WO RKE RS |
| Develop map reading skills | Foster map reading skills among children with the goal | 1 YEAR | | SCH OOL FUN |

| | | | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------|--------|--|-------------------------|
| | of learning location identification and interpretation. | | | D |
| General knowledge enhancement | Develop general knowledge that helps students reach higher academic standards. | 1 YEAR | | ALU MNI |
| Awareness of diverse landforms and natural features | Provide understanding about different soil types, water bodies, winds, oceans, and mountains. | | | ALU MNI ,SC HO OL FUN D |

ACADEMIC MASTER PLAN–MATHEMATICS

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|--------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------|---------|-----------------------------|
| Lack of child-friendly learning materials, no Maths lab | Establishment of Maths Lab (Class level & general) | 2025-26 | | PTA, STA FF,L OCA L BOD IES |
| Lack of quality maths books | Collection of Maths books, setting up a good Maths Library | 2025 JUNE TO 2027 JUNE | | |
| Maths learning is not engaging or attractive | Maths Bulletin Board, Maths Club | | | MAT HS CLU B |
| Many students unable to grasp complete mathematical concepts | Maths Clinic, Worksheets, GeoGebra exploration, Maths Kit presentation | 2025 JUNE-SEPTEMBER | | MAT HS SRG, PTA |
| Students can't create or appreciate maths literature | Wall magazine, Maths magazine, Maths exhibitions, creative writing sessions | 2025 JUNE, JULY | | MAT HS SRG |
| Lack of opportunities to | Math games, chess, puzzles, origami, math seminars, talent | 2025 JUNE 2026 MARCH | | MAT HS |

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| explore local math games, origami, songs, etc. | quizzes, etc. | | | SRG, SSG |
| Talented students in maths are not identified or nurtured | Maths Talent Search, Math Camps, Video Classes, Little Mathematician Program | 1 YEAR | | MAT HS SRG |
| Lack of awareness in modern digital math resources and own expression in writing | Puzzle Corner, Story Writing, Ubuntu installation & spread | 1 YEAR | | MAT HS CLU B |
| No familiarity with contemporary maths literature | Songs, Stories, Drama Camp, Collection of Folk Knowledge, Chess Camp | 2025 JUNE-AUGUST | | |

ACADEMIC MASTER PLAN-PTA

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------|---------|-------------|
| Lack of involvement in both academic and non-academic activities | Collect information on skilled parents and involve them in learning activities | 1 YEAR | | SSG STA FF |
| Low parent representation in MTA / PTA | Monthly general executive meetings, Awareness classes, Strengthening PTA corner, Home contact program, Midday meal participation | 1 YEAR | | PTA, STA FF |
| Less awareness of USS exams, arts & sports activities, | Include both parents and students in PTA meetings; conduct arts & cultural programs | 1 YEAR | | STA FF, PTA |

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| remedial classes | | | | |
| Parents unaware of school activities | Provide clear direction to PTA/MTA activity committees, implement "Hello School" project, set up mobile phone communication system | 1 YEAR | | SCH OOL MAN AGE MEN T, STA FF |
| Lack of consistent parent-school interaction | Plan for 5-7 parents to visit school daily, prepare annual PTA/MTA calendar | EVERY YEAR | | PTA STA FF |

ACADEMIC MASTER PLAN–HEALTH&PHYSICAL EDUCATION

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|---------------------------------------------------------|---------------------------------------------------------|-----------|---------|---------------|
| Lack of motivation among students | Health awareness classes | 2025 JUNE | | |
| No opportunity to understand students' health condition | Conduct medical check-ups | 2025-26 | | HEA LTH CLU B |
| No awareness about seasonal diseases | Conduct awareness classes and show CDs | | | |
| Lack of awareness on balanced diet | Kitchen garden program | | | |
| Kitchen garden program | First aid classes, availability of first aid kit | | | |
| Lack of practical learning opportunities | Appoint regular trainers or use local resource persons | 2025-27 | | PTA |
| Lack of practical experience trainers | Appoint short-term trainers under leadership of PTA/SSG | | | |

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| Difficulty identifying student talents in arts and sports | Provide regular training to identify and nurture students' skills | | | |
| Lack of raw materials | Collect locally available resources and set up a work experience lab | | | |
| Lack of production of school-based products | Organize product-making workshops using available materials | | | |

ACADEMIC MASTER PLAN–WORK EDUCATION

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|--------------|
| Lack of practical training for students | Appoint permanent trainers for practical activities. Utilize available local artists. Collect information on skilled individuals in practical work areas and form a dedicated resource group. | | | BRC |
| Lack of short-term trainers for practical sessions | Appoint temporary trainers under the leadership of PTA and SSG. | | | |
| Difficulty in identifying student interests in arts and sports | Provide continuous training sessions to help recognize and nurture student talents. | | | PTA, S SG |
| Lack of raw/unprocessed materials for activities | Collect locally available materials and establish a work experience lab. | | | W.E. CLUB |
| No opportunity for production of school-based | Organize workshops for production of useful items (e.g. bags, soaps, paper crafts, | | | PTA, ALU MNI |

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| items | etc.) | | | |
| Lack of platforms for product marketing | Conduct product marketing fairs under PTA/MTA leadership. Organize student-led markets (“Kuttichantha”). | | | PTA, ALU MNI |
| Lack of opportunity to present or market finished products (like baskets, scrapbooks, bags, soap, etc.) | Arrange marketing exhibitions and student bazaars. | | | PTA, ALU MINI |

ACADEMIC MASTER PLAN-ART EDUCATION

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGENCY |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------------------------|
| Not enough time allotted for art education | Organize camps for students during holidays. Identify interested students and provide them with special training. | FROM 2025 | | VIDYARAN GAM |
| Lack of trained teachers in art education | Bring in trained teachers for art education programs. | 2025-26 | | PTA |
| Lack of essential art equipment | Set up an art gallery in the school. | 2025 | | VIDYARAN GAM, PTA, ALUMNI |
| Lack of awareness about various art forms | Conduct exhibitions and awareness sessions on different traditional and contemporary art forms. | | | VIDYARAN GAM, PTA, ALUMNI |
| Limited scope to develop | Organize weekly literature clubs and drama workshops . | | | VIDYARAN |

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| creative talents | <p>Provide exposure to traditional art forms and techniques.</p> <p>Form film club, offer cinema appreciation and basic filmmaking training.</p> | | | GAM, PTA |
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ACADEMIC MASTER PLAN- IT

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|------------------------------------------------------|---------------------------------------------------------------------------------------------|---------|---------|---------------|
| Lack of ICT access for students and teachers | Ensure ICT accessibility for all students and teachers through infrastructure and training. | 2025-26 | | ALU MNI |
| No access to educational videos at school | Enable access to educational YouTube videos and content. | | | MAN AGE MEN T |
| Lack of student participation in media communication | Launch school YouTube channel for news and student content. | 2025 | | ALU MNI |
| Low communication among parents and teachers | Start class-level WhatsApp groups, implement "TeamMobile" communication app. | | | IT CLUB |
| Delay in using ICT tools among teachers | Organize ICT awareness and training sessions for teachers. | | | IT TEACHERS |
| Limited exposure for student creativity | Start Student Blog to publish students' literary and creative works. | | | IT CLUB |
| Lack of digital reading | Collect and organize maximum number of e-books to set up an | | | IT CLUB |

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| environment | e-Library. | | | |
| Poor understanding of modern technological advancements | <p>Provide all students with school domain email IDs.</p> <p>Conduct video editing and short film making workshops. IT Club</p> <p>Cyber Awareness Classes.</p> | | | IT CLUB |

Inclusive Education Support Report – For Children with Special Needs

| PROBLEMS | REMEDIAL MEASURES | TIME | FINANCE | AGE NCY |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------|---------|---------------|
| Children with disabilities not properly identified or included | Conduct resource teacher-led assessment and curriculum adaptation during the first month of every academic year. | 2025 | | BRC |
| Lack of regular access to resource teachers | Assign dedicated and consistent availability of resource teachers daily. | 2025 | | BRC, PTA |
| Absence of individualized learning plans | Prepare specific teaching modules (TM) tailored to the needs of children with disabilities. | | | SRG |
| Lack of assistive tools and resources | Provide ICT tools and other assistive equipment as required. | | | BRC, ALU MINI |
| Teachers untrained in inclusive education | Provide special training to regular school teachers on inclusive methods. | | | BRC |
| Lack of motivation and encouragement | Start "Student of the Day" program, and engage them in storytelling, singing, drawing, reading aloud, origami, etc. | | | SRG |

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| Parents unaware or under-involved | Organize special orientation sessions for parents of CWSN. | | | BRC, PTA |
| No exposure to creative/interactive learning | Conduct Art camps, Craft camps, Field trips to promote creativity and engagement. | | | ALU MNI, BRC |
| Low parental involvement in academics | Encourage direct parental participation in learning activities. | | | PTA |
| Poor peer support for children with special needs | Train and assign peer tutors ("Peer Teachers") for support. | | | SRG |
| Social isolation and lack of inclusive group opportunities | Organize safe and inclusive community spaces outside school for group interaction. | | | PTA, STAF F |
| Limited exposure to nature-based or experimental learning | Involve students in nature observation, farming, experiments, science model making, etc. | | | SRG |
| Inadequate opportunities for mixed-age social interaction outside classroom | Form inclusive clubs and collectives outside classroom for weekly meetups. | | | BRC, ALU MNI, |
| Lack of targeted skill development and vocational support for CWSN | Establish Skill Training Resource Centre for children with special needs within the school or nearby. | | | BRC SSG |