

ACADEMIC MASTER PLAN

2025-26

ST. RITHA'S HS PAYNKULAM



ACADEMIC MASTER PLAN - 2025-2026

St.Ritha's H.S , Paynkulam

School Code : 29031

District: Idukki

Educational Sub-District: Thodupuzha





ST. RITA'S HIGH SCHOOL

Paynkulam

Vision & Mission

Vision

**Moulding tomorrow's
Masters**

Mission

**We aim at fostering
our students ' love
for learning, encourage them
to try new and exciting things,
and give them a solid
foundation to build on.**

Introduction

St.Rita's H.S Paynkulam is one of the most renowned schools in Idukki district. We always stand together to enrich our students in all walks of life. Teachers and management with the support of parents and well-wishers do their best according to the vision and mission of this school.

What is our academic mission?

A)Contribute to the total development of the students by fostering their love for learning, specifically to the linguistic competency and spirit of enquiry.

B)Make the students aware of the importance of multi linguistic capacity especially English language skills.

Type of school : Government Aided School

Management : Corporate Educational Agency

(Diocese of Kothamanagalam)

Head of the institution : Sr.SOUMYA MICHAEL

Our School

സെൻ്റ്. നീത്താസ്ഹൈസ്കൂളിൽ ക്രിയാത്മകവും ഗുണാത്മകവുമായ ദൈനംദിന പ്രവർത്തനങ്ങൾ വിഭാവനംചെയ്യുന്നതിനും നടപ്പിലാക്കുന്നതിനും ആവശ്യമായ വ്യക്തതയും കൃത്യതയും ഉറപ്പാക്കിക്കൊണ്ടുള്ള പദ്ധതി എന്ന നിലയിൽ 2025 -26 വർഷത്തേക്കുള്ള അക്കാദമികമാസ്റ്റർപ്ലാൻ അവതരിപ്പിക്കുന്നു . പ്രസ്തുതറിപ്പോർട്ടിൽ ഈ സ്കൂളിൻ്റെ ലഭ്യമായിട്ടുള്ളതും ആവശ്യമായിട്ടുള്ളതുമായ ഭൗതിക , മാനുഷിക, അക്കാദമിക, തലങ്ങൾ വിശകലനം നടത്തി വിഭാവനംചെയ്യുന്നു. ഇടുക്കി ജില്ലയിൽ തൊടുപുഴ വിദ്യാഭ്യാസ ജില്ലയിലെ ഈസ്റ്റേഴ്സ് എട്രാംക്ലാസ്സ് ,ഒൻപതാംക്ലാസ്സ് , പത്താംക്ലാസ്സ് (ഹൈസ്കൂൾവിഭാഗം) മാത്രം പ്രവർത്തിക്കുന്നു .

ലക്ഷ്യങ്ങൾ

- * ആസ്വാദകരമായ പഠനാന്തരീക്ഷം ഉറപ്പാക്കൽ .
- * കുട്ടികളുടേയും സമൂഹത്തിന്റേയും പങ്കാളിത്തം ഉറപ്പാക്കുന്ന കർമ്മപരിപാടികൾ വിഭാവനം ചെയ്തു നടപ്പിലാക്കുന്നു .
- * ക്ലാസ്സ് മുറിക്കു പുറത്തുള്ള പഠനാന്തരീക്ഷം ഒരുക്കികല, കായികം ആയശേഷി മെച്ചപ്പെടുത്തുന്ന പരിപാടികൾ നടത്തുന്നു .
- * പിന്തുണാ പഠന പ്രവർത്തനം ഒരുക്കുന്നു .
- * ലോക്കൽ റിസോഴ്സ് കണ്ടെത്തി പഠനാന്തരീക്ഷം മെച്ചപ്പെടുത്തുവാനുള്ള പ്രവർത്തനം ഒരുക്കുന്നു .
- * സാങ്കേതിക വിദ്യയുടെ ഫലപ്രദമായ ഉപയോഗം .
- * **Diagnostic Test** നടത്തി ഓരോ വിഷയത്തിലും നേരിടുന്ന പ്രശ്നത്തിന് റെതോത്മനസ്സിലാക്കി
- * ആവശ്യമായ പരിഹാര ബോധനരീതി രൂപീകരിക്കുന്നു .
- * **Gifted** ആയ കുട്ടികൾക്കും പഠന പിന്നോക്കാവസ്ഥ നേരിടുന്നവർക്കും പ്രത്യേകം കർമ്മപരിപാടികൾ വിഭാവനം ചെയ്ത് നടപ്പിലാക്കുന്നു .

പഠനാന്തരീക്ഷം

സ്കൂൾതലത്തിൽ ചേർന്ന എസ് .ആർ .ജിയോഗത്തിന്റേയും അധ്യാപകയോഗത്തിന്റേയും ഭാഗമായുള്ള കൂടിയാലോചനയിലൂടെ എടുത്തതീരുമാനങ്ങൾ :

സെൻറ് നീത്താസ്ഹൈസ്കൂൾ, പൈങ്കുളംതാഴേപറയുന്ന പഠനാന്തരീക്ഷംകുട്ടികൾക്ക്ഒരുക്കുന്നു .

*അനുയോജ്യമായരീതിയിൽക്ലാസ്സിലെഭൗതികസാഹചര്യങ്ങൾക്രമീകരിക്കുന്നു .

*പഠനപ്രക്രിയആസ്വാദ്യമാക്കുന്നതരത്തിൽ എല്ലാവർക്കുംഅവസരസമത്വം,സ്വതന്ത്രചിന്ത , ക്രിയേറ്റീവ് പ്രോബ്ലംസോൾവിങ്എന്നീതലങ്ങൾക്ക്പരിഗണനൽകുന്നപ്രവർത്തനംവിഭാവനംചെയ്യുന്നു.

*കുട്ടികൾക്ക്എല്ലാവർക്കും പഠനോപകരണങ്ങൾഉണ്ടെന്ന്ഉറപ്പാക്കുന്നു. അധ്യാപകർആവശ്യമായരീതിയിൽപഠനസാമഗ്രികൾഇല്ലാത്തവർക്കുഭൂമാക്കികൊടുക്കുന്നു.

*സ്റ്റാർട്ട്ക്ലാസ്സും ഫലപ്രദമായരീതിയിൽ കുട്ടികൾക്കായിപ്രയോജനപ്പെടുത്തുന്നു .

*ജെ .ആർ .സി , ഗൈഡ് ,ലിറ്റിൽകൈറ്റ്സ് ,എന്നീ സംഘടനകളും മറ്റ്ക്ലബ്ബുകളും സജ്ജീവമായിപ്രവർത്തിക്കുന്നു .

അധ്യാപകർ

സെൻറ് നീത്താസ്ഹൈസ്കൂൾപൈങ്കുളം :

ഈ സ്കൂളിൽ 9 അധ്യാപകർഎട്ട് , ഒൻപത് , പത്ത്ക്ലാസ്സുകളിലായിപഠിപ്പിക്കുന്നു . പാഠ്യപദ്ധതിക്ക് ഇണങ്ങിയ പഠനപ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യുന്നതിനും വിലയിരുത്തുന്നതിനും അധ്യാപകർക്ക്പലതരത്തിൽ പങ്കുണ്ട്.

പാഠ്യപഠ്യേതരപ്രവർത്തനങ്ങൾ വിഭാവനം ചെയ്യുകയും ഏകോപിപ്പിച്ചുകൊണ്ട് മികച്ചപ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കുന്നു .

ഓരോ പ്രവർത്തനത്തിലും ഗുണാത്മകതലക്ഷ്യംവക്കാൻ ശ്രദ്ധിക്കുന്നു .

സ്കൂളിലെ ഓരോകുട്ടിക്കും അറിവ് പകരുക എന്നതിനപ്പുറം ഒരു **guide , parent and role model** എന്നതലത്തിലും പ്രവർത്തിക്കാൻ ശ്രദ്ധിക്കുന്നു .

സാമൂഹ്യപങ്കാളിത്തം

നാളിതുവരെ സമൂഹത്തിലെ എല്ലാവരിലും നിന്ന് ക്രിയാത്മകമായ ഇടപെടൽ ഉണ്ടായിരുന്നു .2025 - 2026 വർഷം ഈ സഹകരണത്തെ അല്പം കൂടിമെച്ചപ്പെട്ടതും, ഗുണാത്മകവും ആക്കുന്നതിന് സഹായിക്കുന്ന കർമ്മപദ്ധതി തയ്യാറാക്കിയിരിക്കുന്നു . അതിന് മുന്നോടിയായി എസ് . ആർ . ജികൂടി തയ്യാറാക്കിയ ഈ **Academic Master Plan** പൊതുജന സാന്നിധ്യത്തിൽ അവതരിപ്പിക്കുന്നു .

Master Plan

(General Action Plan & Academic Action Plan)

General Action Plan

1)Local Resource Identification and Utilization

2)Kitchen garden modification

3)Butterfly garden

4)Bio-fencing

5)Waste management

Sl.No	Aims	Duration	Support
1	Better social involvement	June-Aug.	PTA & SRG
2	Fresh food & better health	June-July	Eco-club
3	Joyful learning	First term	Students
4	Make eco- friendly spot	June-December	Clubs
5	Making all aware of it.	Second term	BRC

Sl.No	Programme	Duration	Responsibility
1	Local resource identification and utilization	June –Aug.	Ronish.T.John
2	Kitchen Garden Modification	First Term	Health Club
3	Butterfly Garden Modification	July-Aug.	Eco-Club
4	Bio-fencing	June-December	Eco-Club
5	Waste Management	June-Aug.	Science Club
6	JRC	June-March	Teacher-in-charge
7	Little Kites	June-March	Rejeesh Thomas

Unique School Activity planned for the year 2025-2026

**Identification and utilization of local resources
in teaching and learning.**



Academic Action Plan for our School

Our goal is to make teaching and learning even better. We've created an Academic Action Plan that helps us improve teaching, learning, and student success.

1. Better Learning: We'll update what students learn to make it more relevant and interesting.
2. Support for Teachers: We'll help teachers become even better at teaching.
3. Focus on Students: We'll make sure students get what they need to learn well.
4. Fair Assessment: We'll find better ways to see how well students are doing.
5. Help for Everyone: We'll make sure all students, including those with special needs, get the support they need.
6. Work with Families and Communities: We'll work together with parents and communities to help students succeed.
7. Use Technology: We'll use technology to help students learn better.
8. Keep Getting Better: We'll always look for ways to improve.

Academic Action Plan for various Subjects

Action plan for language

Action plan for Mathematics

Action Plan for Science & Action Plan for Social Science

Action Plan for English

What is our academic mission?

A)Contribute to the total development of the students, specifically to the linguistic competency in English

B)Make the students aware of the importance of English language skills

C)Undertake class management while doing activities for developing language skills

D)Organise subject council effectively

E)Prepare lesson plans on time as per the innovative ideas we get from collaboration with other English teachers.

F)Search for language resources, then share your resources to fellow English teachers.

G)Ensure that parents are happy with our language class. Give what the parents want from school.

Where are we now in terms of academic mission?

We are not at back in fulfilling the mentioned academic missions, but we have to do more systematically for enriching the linguistic capabilities of both gifted and backward students of Standard 8,9 and 10.

We want to make our students linguistically competent and excellent in the practical educational and employment areas. To satisfy this aim we have to follow and practice the theories of popular linguists. We find it is good to follow the visions of SLAP(State level Language Acquisition Programme). As every child has an innate capacity to acquire language ,as teachers we have to create chances for children to listen to and pick up English language . Thus, they should get input in the form of language that is spoken. Teacher talk is important, and it is used in many areas like interaction based on entry activity, reading passage, collaborative reading and scaffolding questions and based on discourse preparation and editing.

STD : VIII ,IX and X

Activity	Time(Month)	Responsibility	Objectives to be fulfilled
Story completion	July	Ann Mary Manuel	*develops speaking skill.*arranges ideas logically.*gets fluency in communication.
Conversation	August	Ann Mary Manuel	*develops listening skill.*gets comprehension skill.*develops LSRW
Poster Making	August	Ann Mary Manuel	*develops the skill of brief

competition			presentation. *gets the skill of designing.	
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Story completion : This activity is practiced in two ways. 1) Hints will be given for developing story. 2) Arrange the events in proper order.

Conversation : This is the activity, though simple ,many fail. There are two ways 1) Complete the conversation. 2) Develop it based on the hints given.

Description : Here children are taught how to use simple present and present continuous tenses.

Editing the passage : Grammar –Conjunctions , Articles ,Noun and classification.

Letter : Formal and Informal

Poster , Diary etc.

Addressing the less proficient students in English

&

Activity package designed

It is our responsibility to identify the students performing at different levels in each subject. As an English teacher we have to diagnose the problem areas of each one in the class.

Diagnosis

We can diagnose the problem only when it is clearly identified. There are many ways by which we can do it.

1) Observation on the note book ,classroom performance in LSRW.

2) We can systematically enter the responses of a test result as R (Right) ,W (WRONG),O (Omission), P(Partially correct) on a Diagnostic Chart and focus on the problem area. It is from this identified problem we can plan a diagnostic test. Then only we can come to the real problem remedial measures.

For example, the student who can't write Description should not be taught it through repetition. Instead, through diagnostic chart and diagnostic test we can find the real problem in its minute level. Example ,failure in Description writing may be because of his lack of knowledge in Sentence structure in English. It is from there we can plan remedy.

While dealing with reading passages we try to ensure that the low proficient students got an **overall idea about what it is**. It is observed that five students of class 8B and 9B, and around six students of 8A face reading comprehension problems . In seventh standard it is identified that around 25% of students face the same problem.

Problems & Remedial measures suggested : For example ,while teaching prose lesson we can collect the responses, and understand their comprehension by **raising simple questions** .They are planned as scaffolding questions in the lesson plan.

Then the teacher should give **one instruction at a time**.

Present the material visually or kinesthetically as far as possible. In English classes they have to enrich their basic vocabulary. There are activities for studying three verb forms. For example teacher can clap his hand while teaching 'clap'. Then we must begin with regular verbs only ,secondly go to irregular category.

Teach various elements in a test .For example analyse , describe ,complete , match the following etc.

Peer tutoring .Engage fellow students in teaching process. Remember , it should never be a substitute for teacher and his teaching effort . We must create a friendly interaction maintaining strict class management because it is the fact that many students are anxious and have less confidence in this language. What shall we do? Give the group activities where they can feel the support of the fellow students. Systematic grouping techniques must be used here.

Spelling is another area where we have to consider the backward specifically. As it is difficult for them to learn certain words as a whole we can **teach them based on syllabic division**. For example, the word' examin' ./ Ig /,/za: / ,/min /.

Quiz model dictation is effective to teach as well as to evaluate it. It is found that **IGRT (Instant Group Reward Test)** administered in class 8A ,9A ,and 10 A , is more effective as children have spirit of competence.

Participation of less proficient students in all activities should be ensured. For example , **simple dialogues** like ' Come here., How are you? ,What are you doing ?etc in a conversation ,role play and skit preparation and presentation.

After giving stress on two receptive skills we have to stress on two expressive skills, mainly writing. It is found that many students are writing in wrong patterns of writing. It is commonly observed among 30 % of students from class 8 to 10.Many are not conscious about the size and shape of the letters. Many are not thorough with capital and small letters, For example, kERaLa , I have a gooD FRlend , pRepaRe dEscriPtion etc,

In this case we find that mere copy book writing may not do anything good for them. Thus we suggest ,**try to train them putting slants and semi circles first ,then connect them theoretically.**

From 9.am to 9.30 am we do class for the less proficient children separately. Its positive result is found in their performance at least in the minimum essentials of each subject. As English teachers we try to give the starting point in writing :letters in alphabet. Secondly we make them aware of Question words like What ,Why.. Where, When ,How etc.

Scaffolding for preparing description :We can use pictures of familiar scenes where children can name things like river ,school, car ,trees ,boys ,girls and actions like walk , play, dance, drive etc. Secondly we can help them as ‘There is a car. There is a school, here is a boy etc. Thirdly we can teach as ‘There is a boy playing , There is girl walking to school , There is a driver driving a car.’ etc.

Catering the needs of both Average and above average

For dealing with UP students of this category we do **Need Based Vocabulary teaching**. Beyond the glossary in the text book we try to make **My Word Book** showing the collection of words found related to their daily life situation. For example there is no word ‘broom’ in any English text book of class 5. But the children regularly clean their class with it.

Students of this group can be appointed as leaders in group activities. Here we must follow the principles of **co-operative learning**. Regarding the activity ‘ Story’ **innovative practices can be given for this group.**

ICT integration

As the present day children are exposed to the world of high digital world 'chalk and talk method may not be useful. We try to use the videos and audios of the texts available in the internet. We share the resources in the SRG meetings and through the watsap.

Listening skill development can be done providing chances to listen to short story of around five minutes. It is the chance for realizing right pronunciation of words.

Catering the needs of Gifted students

Activity	Time	Responsibility	Objectives to be fulfilled
Theatre Games	November	Ann Mary Manuel	*develops LSRW
School Radio	December	Dr.Manish K. Gopinath	*creative presentation
School Theatre	February	Ann Mary Manuel	*develops aesthetic sense
Our Poets	March	Dr.Manish K. Gopinath	*develops creative thinking and use of imagination.

Theatre Games

Theatre game does not mean watching a visual. Instead it is an opportunity to interact and act the roles as in role plays. In class 8 we can apply this in many lessons.

School Radio. We plan this to cater the needs of the Gifted students. Here their creative ideas can be presented in public. Moreover its objective is two dimensional : enrichment of language skill and maintaining school discipline.

Our Poets. We plan the publication of class magazine in which only the works of really interested students are presented.

Through club activities we join together with innovative ideas and practices.

During the opening days of each term we can diagnose the problem with a pre- test .The result of each mid- term can be diagnosed. No additional time is needed , we can do this during normal class time. Peer tutoring doesn't need additional time. At the end of each lesson one class (duration of 45 minutes) can be taken for it. The team should be identified and instructed at least three days in advance. **News reading** in English (English Medium) can be done in the starting of the first period and in every school assembly. Though simple, right pronunciation of words are practiced here. **School Radio** is planned to be conducted during the study time after the first bell after lunch break.

Action Plan for Hindi

2025-26

Problem identified in classroom

Even when there are many students who are proficient enough to read and write Hindi, some are found facing difficulty in this area.

Reasons

Lack of background knowledge of letters in Hindi.

Remedy planned

- 1) Home work is assigned to those who face difficulty. They are asked to write Hindi letters one time daily .
- 2) Making dictionary. Learners are asked to study two words regularly and that must be displayed on activity board.
- 3) Hindi hour. Here teacher can support as well as motivate the learners to communicate in Hindi.

Action Plan for Biology

2025-26

Immediate problems identified.

- 1) Still science teaching learning process is not nature friendly and realia based ,as it is expected to be.
- 2) Lack of awareness among learners about science in daily life.
- 3) Difficulty in teaching giving apt learning experience.

Reasons.

- 1) Lack of lab facility corresponding to the number of children.
- 2) Scope and availability of local resources are still not properly identified and utilized.

Remedial Measures

- * Arrangements of science corner.(listing of items to be set ,and classification of items to purchase and collect.)
- * Selection of learners who have taste in science and related area. They shall be given different responsibilities in teaching learning process.

- *Preparation of activity packages.
- * Making learners familiar to popular scientists.
- *Management of e-waste –Discussion and generating practical solutions.
- * Arrangements of school lab .
- *Preparation of biodiversity register and labelling.
- *Interview with experts in science.

Programme	Duration	Support
School lab	May-June 2025	Financial support
Science corner	June 2025	Learners
E-waste management	First term	Local resource

Action Plan for Social Science

2025-2026

Problem identified	ഭൂപടവായനയിലെ പിന്നോക്കാവസ്ഥ .
Reasons	സൂചകങ്ങൾ ഗ്രഹിച്ചിട്ടില്ല .
Remedy	ഭൂപടവരകൾ പരിചയപ്പെടൽ .
Stages	ഭൂപടത്തിലെ നിറങ്ങൾ ഗ്രഹിക്കൽ .
Duration	ജൂൺ
Responsibility	സിഗിമാത്വു
Support needed	കുട്ടികൾ

Problem identified	പ്രധാനതീയതികൾ മറക്കുന്നു
Reasons	സ്ഥലം , കാലം എന്നിവയിൽ അവബോധക്കുറവ് .
Remedy	ദിനാചരണം , കാലഗണനാ ചാർട്ട് തയ്യാറാക്കൽ .
Stages	ചരിത്രപ്രാധാന്യമുള്ള സ്ഥലം, തീയതി ചാർട്ട് തയ്യാറാക്കൽ
Duration	ജൂലൈ
Responsibility	സിഗിമാത്യു

Problem identified	നേരിട്ട അറിവ് നേടാൻ സാധിക്കാത്ത അവസ്ഥ
Reasons	അവസരം ലഭിക്കാത്തത്
Remedy	ഫീൽഡ് ട്രിപ്പ്
Stages	കുട്ടികളെക്കൊണ്ട് കുറിപ്പ് തയ്യാറാക്കുന്നു
Duration	ഡിസംബർ
Responsibility	സിഗിമാത്യു

Action Plan for Mathematics

2025-26

Problem identified	ചതുഷ്ക്രിയ എന്ന ആശയത്തിൽ ധാരണ ഇല്ലാത്ത അവസ്ഥ
Reasons	ഗുണനം , ഹരണം , കൂട്ടൽ എന്നീ കാര്യങ്ങളിലെ മുന്നറിവ് ഇല്ലായ്മ .
Remedy	പിന്നുണാക്കാപ്പുകൾ ക്രമീകരിക്കും
Duration	June- July

Responsibility	Faculty, Mathematics
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Problem identified	ഗണിതശാസ്ത്രശയങ്ങളുടെ പ്രായോഗിക ഉപയോഗം അറിയാത്ത പഠനരീതി
Reasons	പഠനപ്രക്രിയയിലുണ്ടായ പ്രശ്നം
Remedy	ഗണിതശാസ്ത്ര മേളകൾ, ക്ലബ്ബ് പ്രവർത്തനങ്ങൾ
Duration	First Term
Responsibility	Faculty , Mathematics