

Academic Session 2026–27

Introduction

Continuous Professional Development (CPD) is an essential component of strengthening the professional capacity of teachers and enhancing the quality of teaching-learning practices in the school. During the academic session **2026–27**, the school organised and participated in a range of CPD programmes, workshops, orientation sessions and capacity-building initiatives.

The programmes focused on **curriculum reforms, pedagogy, technology integration, artificial intelligence, STEM education, cyber safety, child protection, classroom practices, assessment, and subject-specific professional development**. These initiatives provided teachers with opportunities to update their knowledge, exchange experiences and adopt innovative approaches in their classrooms.

2. Major Areas Covered Under CPD

A. NEP 2020 and National Curriculum Framework

A CPD session on **NEP 2020 and the National Curriculum Framework (NCF)** was conducted to familiarise teachers with the changing educational landscape and the vision of school education.

The session highlighted the importance of:

- Competency-based and experiential learning
- Holistic development of learners
- Multidisciplinary and interdisciplinary learning
- Critical thinking and problem-solving
- Student-centred pedagogical approaches
- Meaningful assessment and learning outcomes
- Connecting classroom learning with real-life contexts

The session helped teachers understand the implications of the new curricular framework for classroom planning and teaching practices.

B. NCF for School Education 2023

A dedicated orientation programme on **NCF for School Education 2023** was conducted. The programme enabled teachers to understand the framework and its implications for school education.

Teachers discussed ways of moving from content-heavy teaching towards **competency-based, experiential and learner-centred education**. The importance of integrating knowledge, skills, values and attitudes into classroom learning was emphasised.

C. Pedagogy and Curriculum

A CPD session on **Pedagogy and Curriculum under NCF** focused on strengthening teachers' understanding of effective teaching-learning processes.

The programme encouraged teachers to:

- Design meaningful learning experiences
- Use activity-based and experiential approaches
- Encourage student participation
- Develop higher-order thinking skills
- Integrate assessment with classroom learning
- Provide opportunities for collaboration and communication
- Connect curriculum concepts with students' everyday experiences

The session reinforced the need for teachers to act as **facilitators of learning rather than merely transmitters of information**.

D. Cyber Safety and Digital Awareness

A CPD session on **Cyber Safety** was conducted to create awareness among teachers about responsible and safe use of digital technology.

The programme focused on:

- Safe internet practices
- Responsible use of digital platforms
- Protecting personal information
- Identifying online risks
- Promoting responsible digital citizenship
- Creating awareness among students regarding cyber safety

Teachers were encouraged to integrate digital safety awareness into their interactions with students.

E. Prevention of Sexual Harassment and Child Protection

A professional development session focused on **prevention of sexual harassment and awareness of child protection mechanisms**.

The programme strengthened teachers' awareness regarding:

- Creating a safe and respectful school environment

- Recognising inappropriate behaviour
- Appropriate institutional responses
- Teacher responsibilities towards student safety
- Promoting dignity, respect and responsible behaviour

The session reinforced the school's commitment to providing a **safe, inclusive and child-friendly learning environment**.

F. Classroom and Teaching Skills Using Interactive Panels

A workshop on **Classroom and Teaching Skills using Interactive Panels** was conducted to enhance teachers' ability to integrate technology into classroom instruction.

Teachers explored ways of using interactive digital tools to make lessons:

- More engaging
- Visual and interactive
- Collaborative
- Learner-centred
- Better suited to diverse learning needs

The training encouraged teachers to move beyond conventional presentation methods and use technology to support meaningful classroom interaction.

G. Computational Thinking and Artificial Intelligence

A significant CPD initiative focused on **Computational Thinking and Artificial Intelligence**.

The programme introduced teachers to the relevance of computational thinking and AI in contemporary education. It emphasised the development of skills such as:

- Logical thinking
- Problem-solving
- Pattern recognition
- Decomposition
- Algorithmic thinking
- Digital literacy
- Responsible use of AI

Teachers were encouraged to explore age-appropriate ways of integrating these skills into different subjects and classroom activities.

H. Capacity Building, Information Sharing and Handholding

A capacity-building programme focused on **information sharing and handholding** was also undertaken.

The programme provided opportunities for teachers to share their experiences, discuss classroom challenges and identify practical strategies for implementation. Such collaborative professional learning helped create a culture of **peer learning and continuous improvement** within the school.

I. STEM Training

The CPD programme also included **STEM-related training**, covering Science, Technology, Engineering and Mathematics.

The training encouraged teachers to adopt:

- Inquiry-based learning
- Problem-solving approaches
- Experiential activities
- Design and innovation
- Interdisciplinary learning
- Hands-on learning experiences

The emphasis was on developing students' ability to apply classroom concepts to authentic situations.

J. Orientation on New Science Textbooks

Teachers participated in an orientation programme related to the **new Science textbooks for the relevant classes**.

The programme helped teachers understand the organisation, approach and pedagogical features of the revised textbooks and encouraged them to align classroom practices with the intended learning outcomes.

K. Four-Day Capacity-Building Workshop

A **four-day workshop** focusing on professional development and innovative teaching practices was undertaken. The programme provided teachers with opportunities to explore new pedagogical approaches and reflect on classroom practices.

The workshop promoted:

- Collaborative learning
- Experiential pedagogy

- Activity-based teaching
 - Reflective practice
 - Effective classroom strategies
 - Alignment with contemporary educational frameworks
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L. Vigyan Pratibha and STEM-Based Learning

The school also participated in **Vigyan Pratibha**-related professional development and school-level STEM activities.

The initiative encouraged teachers to provide students with opportunities for **exploration, observation, experimentation, inquiry and scientific thinking**. Such programmes support the development of curiosity and problem-solving abilities among learners.

M. Mathematics Orientation Programme

A professional development programme/orientation related to **Mathematics teaching and the new Mathematics curriculum/textbook** was also undertaken.

The programme emphasised the importance of:

- Conceptual understanding
- Mathematical reasoning
- Problem-solving
- Activity-based mathematics
- Connecting mathematics with real-life situations
- Developing mathematical thinking rather than rote learning

The training provided opportunities for Mathematics teachers to reflect on effective classroom practices and explore innovative ways of making mathematical concepts meaningful.

N. AI-Powered Classroom

A CPD session on **AI-Powered Classroom** was conducted to familiarise teachers with the emerging role of Artificial Intelligence in education.

The session explored how AI can support teachers in areas such as:

- Lesson planning
- Creation of learning resources
- Differentiated learning

- Assessment support
- Generating ideas and activities
- Improving classroom engagement

At the same time, the need for **responsible, ethical and age-appropriate use of AI** was emphasised.

Overall Impact of the CPD Programmes

The CPD initiatives undertaken during the session contributed to the professional growth of teachers in several ways:

1. **Enhanced pedagogical understanding** through exposure to contemporary teaching-learning approaches.
 2. **Greater awareness of NEP 2020 and NCF 2023** and their implications for classroom practice.
 3. **Improved technology integration** through training in interactive panels and digital tools.
 4. **Increased awareness of Artificial Intelligence and Computational Thinking.**
 5. **Strengthened STEM and experiential learning practices.**
 6. **Greater awareness of cyber safety and child protection.**
 7. **Encouragement of collaborative professional learning** through workshops, discussions and information-sharing programmes.
 8. **Improved subject-specific pedagogical practices**, particularly in Mathematics and Science.
 9. **Greater emphasis on competency-based learning, critical thinking and problem-solving.**
 10. **Promotion of reflective teaching practices** and continuous professional improvement.
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Key Outcomes

The CPD programmes collectively helped in developing a professional culture in which teachers are encouraged to:

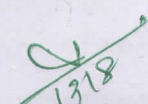
- Continuously update their knowledge and skills.
- Experiment with innovative teaching strategies.
- Integrate technology meaningfully into lessons.
- Use experiential and activity-based learning.
- Focus on competencies rather than mere content completion.
- Collaborate and share effective classroom practices.
- Address the diverse learning needs of students.

- Promote safe and responsible digital behaviour.
 - Use AI and emerging technologies responsibly.
 - Reflect on their own teaching practices and identify areas for improvement.
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