PM SHRI KV AFS THANE
Vidyalaya Plan

1. **School Safety and Security**
2. **Academics**
3. **Discipline**
4. **Administration**
5. **Co-curricular Activities**
6. **Parents , Community & Alumni Contribution**
7. **Integrity Skills**
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10. **Inclusive Education**
11. **Character Building**
12. **Communication Skills**
13. **Guidance and Counseling**
14. **Financial Planning**
15. **Natural Resources**
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17. **Locality**
18. **Learning Platforms**
19. **Mental Health & Physical Wellbeing**
20. **Attractive Campus**

VIDYALAYA PROFILE

GENERAL INFORMATION:-

NAME OF THE VIDYALAYA	PM SHRI KV AFS THANE	REGION	Mumbai
SCHOOL CODE	34049	AFFILIATION NO.	1100037
YEAR OF ESTABLISHMENT	1981	SECTOR	Defence
GEOGRAPHICAL LOCATION (COORDINATES)	72.990516 19.240225		

AREA (BUILT UP)		TOTAL AREA	3.17 Hectare
NAME OF THE PRINCIPAL	Mr Ved Prakash Goutam	Landline (o)- 022-25868447 E-mail-kvthane@gmail.com	
DATE OF JOINING IN	PRESENT KV- 30/09/2023	PRESENT POST Principal - 30/09/2023	
NAME OF THE PERSON WHO CAN BE CONTACTED IN ABSENCE OF PRINCIPAL	Mrs.Anjali Parchake	Contact: 9404012126	
NAME OF THE CHAIRMAN	Gp.Capt. Paramjeet Singh Multani	Station Commander, AFS Thane	

Examination Results- 2023-24 (IX – XII)

Class	Enrollment	Appeared	Passed	Pass %	PI	Name of Position Holders with Percentage
X	76	76	76	100 %	70.82	Sukrit Shrivastava 95% Taanya Singh 94.4% Aarav Chhabra 94.4%
XII (Sci)	52	52	52	100%	65.72	Tanisha Sahoo 94.4% Prachiti Dilip Jatol 93% Bhavvya 92.8%
XII (Com m)	15	15	12	80	55.67	Tannu Grewal 95% Shruti Bhadauria 93.4% Bhoir Swarali 89%
IX	98	91	92.86	**92.85**	NA	
XI (Sci)	99	68	68.7	**65.3**	NA	

SWOT Analysis: -

Strength of the School: -

Innovation is given primary importance and is practiced by encouraging students to participate in various competitions at Regional & National levels.

All round development of personality is being given more importance by encouraging them to participate in sports, art, literary works, drawings etc.

- Collaborative work culture amongst faculty.

- Good ambience and peaceful environment.
- Good transport connectivity.
- Cordial relationship with the stakeholders
- Good understanding and co-operation amongst staff.
- Availability of potable tap water.
- Good interpersonal relation.

Weakness of the school:-

- There are no Atal Tinkering labs for innovations among the teachers or students.

- Change of mindset.
- Many students are 1st generation learners.
- Low / no academic aspirations of many students
- Infrastructure is under the process of development.

Motivation is required to practice new innovative pedagogies

Opportunities:-

- Professional Up gradation is a continuous process in the school.
- Abilities of teaching faculty is strengthened through vigorous training programs.
- Freedom to carry out innovative ideas are encouraged and appreciated.
- Students are given opportunities to participate in various competitions at cluster, regional & national level.

3. Academics

Improving Academic Achievement: - We might prioritize improving academic achievement by setting targets for academic progress and developing strategies to achieve these goals. This could include-
- Focusing on developing effective teaching practices.
- Using data to drive instructional decisions.
- **Developing reading habits among students using Digital library.**
- Providing targeted interventions to support struggling students.

Professional Development: - We might prioritize ongoing professional development for teachers, enabling them to stay up-to-date with the latest research and trends in education, and to develop their teaching practices.
This could include-
- Providing opportunities for collaboration, coaching, and mentorship.
- 50 CPD Hours should be devoted for teachers & principal.

Curriculum Development: - We might focus on developing a rigorous and comprehensive curriculum that is aligned with national or international standards, and that is relevant and engaging for students. This could include-
- Mapping the curriculum.
- Providing opportunities for teachers to develop and share resources.
- Using data to inform curriculum decisions.

Technology Integration: - We might prioritize the integration of technology into teaching and learning, providing access to technology tools and resources that enhance learning and engage students. This could include-
- Providing professional development on the use of technology
- Investing in technology infrastructure and resources.

Student Support Services: - We might prioritize providing a range of support services to help students succeed, such as-
- Tutoring, counseling, or academic coaching.
- Developing a comprehensive system of student support services.
- Using data to identify and provide targeted interventions to students who need extra support.

Higher Exam Preparation Module: - It is generally observed that after passing class X , number of students take drop or take admission in dummy schools. We must plan for such students so that they can prepare of NEET, JEE ………………….. etc syllabus in studying in KVs. We should check the tendendcy Coaching culture.

- **Calp (Compensation of Academic loss Programme)** – We implement school level programme to compensate for loss of studies of students in academic subjects due to movement outside school for participation in various activities/competitions/Cultural Events at Regional & National Level- like Sports/Scout & Guide/Exhibitions.

Parent and Community Engagement: - We might prioritize engaging parents and the community in the academic program such as-
- Providing opportunities for involvement and feedback.
- Building partnerships that support student learning.
- Developing a comprehensive parent and community engagement plan
- Using data to track and improve engagement over time.

4. Administration

Leadership Development: - We may prioritize our own leadership development, attending professional development opportunities and seeking mentorship from experienced administrators to enhance our leadership skills.

Team Building: - We may focus on building a strong administrative team that shares their vision and works collaboratively to support the school's goals.

Communication: - As principal we may develop effective communication strategies to ensure that all stakeholders are informed and engaged in the school's administrative decisions and activities.

Data Analysis: - We may prioritize the analysis of school data to inform decision-making and monitor progress towards the school's goals.

Resource Allocation: - We may work to ensure that resources, including funding, staff, and facilities, are allocated in a way that supports the school's vision and goals.

Policy Development: - We may develop policies and procedures that support the effective administration of the school, including those related to budgeting, human resources, and student affairs.

Professional Development: - We may prioritize professional development opportunities for administrative staff, enabling them to stay up-to-date with best practices and current research in education administration.

Rajbhasha Hindi Development: -

Community Engagement: - We may work to build strong partnerships with the community, including businesses, organizations, and parents, to support the school's vision and goals.

5. School Safety and Security

Risk Assessment: - The school would conduct a comprehensive risk assessment to identify potential threats to the safety and security of the school community, such as natural disasters, violence, or cyber-attacks.

Policies and Procedures: - The school would develop and implement clear policies and procedures for responding to emergencies and maintaining a secure campus, such as –

- Protocols for lockdowns/ Any other situations.
- Evacuations
- Visitor management.

Training and Drills: - The school would provide regular training for staff and students on emergency response procedures and conduct regular drills to practice responding to different scenarios.

Physical Security Measures: - The school would implement physical security measures such as –

- CCTV cameras
- Access control systems,
- Security personnel to monitor and control access to the campus.

Cyber security: - The school would take measures to protect its digital infrastructure and data, including firewalls, antivirus software, and cyber security training for staff and students.

Crisis Communication: - The school would develop a crisis communication plan to ensure that parents and other stakeholders are informed and updated during emergency situations.

Community Engagement: - The school would work with local law enforcement and other stakeholders in the community to develop a coordinated approach to school safety and security.

Continual Improvement: - We would regularly review and **update its SSSDP** (School safety & security disaster management Plan) **to ensure that it remains effective and responsive** to changing circumstances.

6. Co-curricular Activities

Assess the needs and interests of students: - Conduct a needs assessment and survey students to determine their interests in different types of activities. This will help the school to develop a CCA program that is tailored to the needs and interests of the students.

Set goals and objectives for the CCA programs: - Identify the goals and objectives for the CCA programs, such as –
- Promoting physical fitness.
- Building teamwork and leadership skills.
- Providing opportunities for artistic expression.

Develop a plan for implementing the CCA programs: - Identify the types of activities that will be offered, the resources needed to implement the programs, and the timeline for implementation. Consider factors such as staffing, scheduling, and budget.

Provide training and support for CCA coordinators, House Masters/Associate House Masters: - Ensure that CCA coordinators, House Masters/Associate House Masters are trained and equipped to provide a safe and effective CCA programs. Provide ongoing support and professional development to help them improve their coaching and teaching skills.

Promote the CCA programs to students and parents: - Publicize the CCA programs and encourage students and parents to participate. We can use a variety of communication channels to promote the programs and build excitement. such as
- Newsletters.
- Social media.
- School assemblies.

Evaluate the effectiveness of the CCA program: - Regularly evaluate the CCA program to determine its effectiveness in meeting the goals and objectives. We can use feedback from students, parents, and CCA coordinators, House Masters/Associate House Masters to make improvements and adjustments as needed.

7. Parents, Community & Alumni Contribution

Communication: - Establish clear communication channels with parents and community members, such as-
- Regular newsletters.
- Social media updates.
- Parent-teacher Meetings.
- Alumni Meet.

Parent and Community Advisory Groups: - Establish parent and community advisory groups to provide feedback on the school's development plan, and to help identify areas of need.

Volunteering: - Encourage parents and community members to volunteer their time and resources to support the school's development plan under "Vidyanjali" initiative, such as –
- Generic level Services- Mentorship, tutoring. Career counseling etc.
- Sponsorship Activities – Medical aid, Educational resources etc.
- Infrastructural Services - Construction Work related services.

Partnership Building: - Establish partnerships with local businesses, organizations, and institutions to provide additional resources and support for the school's development plan.

Fundraising: - Develop a fundraising plan to raise funds for the school's development plan, such as –
- Hosting events.
- Applying for grants.
- Soliciting donations from parents and community members.

Community Outreach: - Reach out to the community to promote the school's development plan, and to build support for the school's vision and mission.

Celebrations and Recognition: - Celebrate the achievements of the school and its students, and recognize the contributions of parents and community members to the school's development plan.

8. Integrity Skills
Conduct a Needs Assessment: - Conduct a needs assessment to determine the current state of integrity in the school, identifying any gaps or areas that need

improvement. This could involve surveys, focus groups, or other data-gathering methods.

Develop a Code of Ethics: - We should develop a code of ethics that clearly outlines the values and principles that the school community is expected to uphold, such as honesty, respect, fairness, and responsibility. We must strictly follow code of Conduct for teachers and students as per article 59 & 60 of KVS Education Code.

Integrate Integrity into the Curriculum: - We may develop and integrate integrity-related topics and activities into the school's hidden curriculum, helping students to understand the importance of ethical behavior and how to make ethical decisions.

Provide Professional Development:--Provide professional development opportunities for teachers and staff on topics such as –
- Ethical leadership,
- Creating a culture of integrity.
- Responding to integrity-related issues.

Establish Reporting Mechanisms: - Establish reporting mechanisms for students and staff to report integrity-related concerns or violations, and ensure that these mechanisms are communicated clearly to all members of the school community.

Respond to Integrity Violations: - Develop clear policies and procedures for responding to integrity violations, and ensure that these are applied consistently and fairly across the school.

Recognize and Reward Ethical Behavior: - Establish recognition and reward programs for students and staff who demonstrate exemplary ethical behavior, helping to reinforce the importance of integrity within the school community.

<p style="text-align:center;color:red">9. FLN</p>

FLN: -

Jadui Pitara:-

Comprising of playbooks, toys, puzzles, posters, flash cards, story books, worksheets as well as reflecting the local culture, social context and languages is

10. 21st Century Skills

Project-based Learning: - Implement project-based learning that allows students to work on real-world problems, collaborate with others, and apply critical thinking and problem-solving skills.

Technology Integration: - Integrate technology tools and resources into teaching and learning to promote digital literacy, creativity, and innovation.

Communication Skills: - Develop students' communication skills, both in oral and written formats, through the use of collaborative activities, presentations, debates, and writing assignments.

Creativity and Innovation: - Encourage creativity and innovation in students **through the use of brainstorming sessions, design thinking,** and other creative problem-solving strategies.

Critical Thinking and Problem-Solving: - Promote critical thinking and problem-solving skills in students by providing opportunities for analysis, evaluation, and synthesis of information.

Global Awareness: - Develop students' global awareness by exposing them to diverse cultures and perspectives, and providing opportunities for cross-cultural communication and collaboration.

Self-directed Learning: - Encourage self-directed learning by providing opportunities for students to take ownership of their learning, set goals, and monitor their progress.

11. Inclusive Education

Establishing a School-wide Vision for Inclusion: - As principal I can work with staff and stakeholders to develop a school-wide vision for inclusion that prioritizes the needs of all learners and creates an inclusive culture that values diversity.

Building a Collaborative Team: - We can establish a collaborative team that includes teachers, support staff, parents, and community members to help develop and implement the school's inclusive education plan.

Identifying and Addressing Barriers to Learning: - I can work with staff to identify barriers to learning and develop strategies to address them, such as providing accommodations or modifications, offering extra support, or adapting teaching methods to meet individual needs.

Providing Professional Development: - As a team Leader I can ensure that teachers and staff receive professional development that focuses on inclusive education practices, such as –
- Universal Design for Learning.
- Differentiated instruction.
- Culturally responsive teaching.

Creating Inclusive Learning Environments: - We can work to create inclusive learning environments that support the needs of all students, such as ensuring physical accessibility, providing materials in multiple formats, and using technology to support learning.

Engaging with Families and Communities: - We can work to engage families and communities in the school's inclusive education plan, such as –
- By seeking feedback and input.
- Providing opportunities for involvement.
- Building partnerships that support student learning.

Monitoring and Evaluating Progress: We should establish mechanism to monitor and evaluate progress towards the school's inclusive education goals, such as –
- Tracking student outcomes,
- Conducting regular reviews of inclusive practices.
- Using data to inform decision-making.

12. Character Building

Define the School's Core Values: The first step in building a character building plan is to identify the core values of the school. These values should reflect the mission and vision of the school and serve as a guide for all stakeholders.

Develop a Code of Conduct: A code of conduct outlines the expectations for behavior and conduct for all members of the school community. This code should

be aligned with the core values and should be communicated to students, staff, and parents. We must follow code of conduct as per KVS Education Code.

Create Opportunities for Service: Service opportunities, **such as volunteering and community service, can help students develop a sense of empathy and social responsibility.** The school could work with local organizations or create its own service projects that align with the school's core values.

Integrate Character Education into the Curriculum: - Character education can be integrated into the curriculum by incorporating themes such as honesty, respect, and responsibility into lessons and activities. Teachers can also model these behaviors in their interactions with students.

Provide Professional Development for Staff: - Professional development opportunities can help staff learn how to integrate character building into their teaching practices. This could include workshops or training sessions on character education strategies and techniques. They can represent themselves as role models.

Recognize and Celebrate Positive Behaviors: - Recognizing and celebrating positive behaviors can reinforce the importance of character building and help students feel valued and appreciated. This could include awards ceremonies, praise, or recognition in school newsletters.

Involve Parents and the Community: - Character building is a collaborative effort that involves parents and the wider community. **The school could organize workshops or events** that involve parents and the community in character building activities.

13. Communication Skills

Communication Objectives: - The communication skills plan should outline clear and measurable objectives related to communication skills that the school aims to achieve, such as –
- Improving staff communication.
- Enhancing parent engagement.
- Developing student leadership skills.

Target Audiences: - The communication skills plan should identify the specific target audiences for communication, such as staff, parents, students, and community

members, and consider the most effective channels and methods for reaching each group.

Communication Channels: - The communication skills plan should identify the most effective channels for communicating with each target audience, such as newsletters, social media, email, websites, or face-to-face meetings.

Communication Content: - The communication skills plan should outline the types of content that will be communicated, such as updates on school programs, events, or initiatives, student achievements, or resources for parents.

Communication Style: - The communication skills plan should consider the tone, style, and language of communication, ensuring that it is clear, concise, and accessible to the intended audience.

14. Guidance and Counseling

Establishing a Comprehensive Guidance and Counseling Program: - We might prioritize the development of a comprehensive guidance and counseling program that is aligned with national or international standards, and **that addresses the academic, social-emotional, and career development needs of students.**

Providing Access to Qualified Counselors: - As a head mentor I prioritize engaging qualified and trained counselors on contract basis. I will motivate & facilitate regular teachers to pursue diploma course in guiding & counseling so that they can provide individual and group counseling services to students, collaborate with other teachers and parents to support student success.

Embedding Counseling into the Curriculum: - The principal might prioritize integrating guidance and counseling into the academic program, ensuring that students receive regular opportunities to develop their social-emotional and career-related skills.

Providing Parent Education and Support: - The principal might prioritize providing education and support for parents, enabling them to better understand their children's social-emotional development and supporting them in their role as partners in their children's education.

Building a Positive School Climate: - We might prioritize building a positive school climate that fosters a sense of belonging, safety, and respect for all students, and that supports the social-emotional development of students.

Offering Support for At-Risk Students: - The principal might prioritize identifying and providing support for at-risk students, such as those who are experiencing academic or social-emotional difficulties, or those who are facing significant life challenges **outside of school.**

Establishing Partnerships with Community Resources: - We might prioritize establishing partnerships with community resources, such as –
- Mental health providers.
- Social services agencies.
- Youth organizations to provide additional support and resources for students.

15. Discipline

Creating a Positive School Culture: - We can work to establish a positive school culture that promotes respect, responsibility, and positive relationships among students and staff. This can be done through various initiatives, such as –
- Regular assemblies.
- Student recognition programs and
- Staff professional development focused on building positive relationships.

Consistent Discipline Policies: - The principal can work with staff to develop and implement consistent discipline policies that are fair, transparent, and consistently applied. These policies should be communicated clearly to students and parents, and staff should receive ongoing training to ensure they are implemented effectively.

Restorative Practices: - The principal can implement restorative practices, which focus on repairing harm and restoring **relationships rather than simply punishing students.** This can include –
- Peer mediation,
- Circles, and conferences, which provide students with opportunities to take responsibility for their actions and work towards making things right.

Positive Behavior Interventions and Supports (PBIS): - The principal can implement a PBIS framework, which is a proactive approach to discipline that **focuses on reinforcing positive behavior and providing targeted supports** to students who need additional assistance**. This can include a system of rewards and**

incentives, as well as individualized supports such as counseling or academic interventions.

Parental Involvement: - The principal can work to involve parents in the school's discipline policies and practices, providing opportunities for input and feedback, as well as resources and support for families who may be struggling with behavior issues at home.

Overall, the vision of the principal should emphasize the importance of creating a positive school climate that supports students in making positive choices and taking responsibility for their actions, while also providing targeted support and intervention when necessary. Through consistent and collaborative efforts, the school can create a culture of discipline that promotes respect, responsibility, and success for all students.

16.   Financial Planning

Conduct a Needs Assessment: - The principal should conduct a thorough needs assessment to identify the school's financial needs and priorities. This might include-
- Reviewing existing budget and financial reports.
- Analyzing enrollment and demographic data.
- Consulting with staff and stakeholders to identify key areas of investment.

Set Financial Goals: - Based on the needs assessment, the principal should set financial goals that align with the school's vision and mission. These might include
- Investing in new programs or initiatives.
- Upgrading facilities and infrastructure.
- Expanding staffing and professional development opportunities.

Develop a Budget: - The principal should develop a detailed budget that outlines the school's anticipated revenue and expenses for the upcoming year. This budget should align with the school's goals and priorities and **should be reviewed and updated regularly to ensure that it remains on track.**

Identify Funding Sources: - The principal should identify potential funding sources to support the school's financial goals. These might include –
- KVS grants.
- Private donations **or** fundraising activities.

The principal should also explore opportunities to optimize existing resources, such as –

- Through cost savings measures **or**
- Revenue generation activities.

Monitor Financial Performance: - The principal should monitor the school's financial performance regularly to ensure that it remains on track to achieve its goals. This might involve –
- Regular budget reviews,
- Financial audits, and ongoing analysis of revenue **and**
- Expenses to identify areas of concern or potential opportunities.

17. Utilization of Natural Resources

Implementing Energy-Efficient Practices: - By adopting "Green School Project" The school can focus on implementing energy-efficient practices such as –
- Using energy-efficient light appliances.
- Turning off electronic devices when not in use and
- Reducing energy consumption in classrooms and other areas of the school.

Developing Renewable Energy Sources: -The school can explore the potential for developing renewable energy sources such as –
- Solar panels,
- Wind turbines **or**
- Hydropower to generate electricity for the school.

Incorporating Natural Lighting and Ventilation: - The school can design classrooms and other spaces to incorporate natural lighting and ventilation, reducing the need for artificial lighting and air conditioning.

Conserving Water: - The school can implement water conservation practices such as –
- Installing low-flow faucets and toilets.
- Using rainwater harvesting systems for irrigation.
- Recycling plant for used water.

Promoting Sustainable Practices: - The school can promote sustainable practices such as –
- Recycling, composting, and using environmentally friendly products.
- Reducing waste and conserving resources.

Creating Outdoor Learning Spaces: - The school can create outdoor learning spaces such as –

- Gardens, nature trails, and outdoor classrooms.
- Providing opportunities for students to learn about the environment and sustainability.

Engaging Students in Environmental Education: **-As NEP-2020 emphasize** the school can incorporate environmental education into the curriculum, helping students to understand the importance of natural resources and their role in protecting the environment.

18.   Vocational Education

Assessing Student Interests and Needs: - As principal I may work with teachers and staff to assess student interests and needs related to vocational education. This could involve surveys, interviews, or other forms of data collection to determine which vocational programs would be most relevant and engaging for students.

Developing Partnerships with Local Businesses and Industries: - We may prioritize developing partnerships with local businesses and industries to provide students **with access to internships, job shadowing, and other work-based learning opportunities.** These partnerships can also help ensure that the school's vocational programs are aligned with the needs of the local job market.

Integrating Vocational Education into the Curriculum: - The principal may work with teachers and staff to integrate vocational education into the school's curriculum as per NCFSE-2023 ensuring that students have access to relevant and high-quality vocational courses and programs. This could involve developing new courses or modifying existing ones to incorporate vocational content.

Providing Professional Development for Teachers: - The principal may prioritize providing professional development opportunities for teachers to help them develop their skills and knowledge related to vocational education. We can also engage master insructors. This could include training on how to design and deliver vocational courses, as well as how to work with local businesses and industries to provide work-based learning opportunities for students.

Allocating Resources to Support Vocational Education: - The principal may work with school administrators and budget planners to allocate resources to support vocational education, such as funding for equipment, materials, and staff.

Tracking Student Progress and Success: - The principal may prioritize tracking student progress and success in vocational education programs, using data to inform decision-making and improve the quality of vocational education at the school.

19. Locality

Access to Community Resources: - The school may be located in a community that offers a range of resources that can be used to enhance the academic program, such as **libraries, museums, or cultural centers.** We could include strategies for partnering with these resources to provide students with hands-on learning experiences.

Proximity to Industry or Business: - The school may be located near an industry or business sector that offers opportunities for partnerships or internships that can help students develop skills and knowledge in specific fields. We could prioritize building relationships with these organizations to create relevant learning opportunities for students.

Natural or Environmental Resources: - The school may be located in an area that offers unique natural or environmental resources, such as parks, waterways, or forests. We could focus on incorporating these resources into the academic program, providing opportunities for students to learn about the natural world and develop **environmental stewardship skills**.

Cultural or Linguistic Diversity: - The school may be located in a community that is culturally or linguistically diverse, offering opportunities for students to learn about and appreciate different perspectives and backgrounds. We could prioritize creating an inclusive and culturally responsive learning environment that celebrates diversity and promotes equity.

Access to Health or Wellness Resources: - The school may be located near health or wellness resources such as hospitals, clinics, or sports facilities that can be used to promote student health and wellness. We could include strategies for partnering with these resources to provide health and wellness education and programming for students.

20.   Learning Platforms

DIKSHA: - DIKSHA is a national digital infrastructure for teachers as well as students providing access to a range of resources, including interactive e-books,

audio and video content, and online courses. NISHTHA modules are also offered on this platform.

SWAYAM: - SWAYAM is an online learning platform that offers courses from leading universities and institutions in India, covering a wide range of subjects and levels.

e-PATHSHALA: - e-PATHSHALA is an online portal that provides access to digital textbooks, audio and video content, and other learning resources for students and teachers.

National Repository of Open Educational Resources (NROER): - NROER is a digital repository of open educational resources for all, providing access to a range of resources, including e-books, audio and video content, and online courses.

National Teacher Platform (NTP): - NTP is an online platform that provides access to a range of professional development resources for teachers, including training programs, workshops, and mentorship opportunities.

National Programme on Technology Enhanced Learning (NPTEL): - NPTEL is an online platform that provides access to courses and certification programs in engineering, science, and other technical fields.

21.   Mental Health & Physical Wellbeing

Manodarpan: -

Facilities: The principal may focus on developing or improving the school's sports and physical development facilities, including fields, courts, and gyms, to provide students with access to high-quality spaces for physical activity.

Curriculum Integration: The principal may aim to integrate physical education into the school's curriculum, ensuring that students receive regular instruction and opportunities to develop their physical skills and knowledge.

Athletic Programs: The principal may prioritize the development of athletic programs that provide students with opportunities to participate in team sports, compete against other schools, and develop their teamwork and leadership skills.

Health and Wellness: The principal may focus on promoting student health and wellness through initiatives such as periodic health checkups, healthy eating programs, mental health supports, and health education.

Community Engagement: The principal may aim to engage the school community in sports and physical development initiatives, building partnerships with local sports organizations, parents, and community members.

Professional Development: The principal may prioritize professional development opportunities for teachers and coaches, enabling them to provide high-quality instruction and support for student athletes.

Equity and Inclusion: The principal may focus on promoting equity and inclusion in sports and physical development, ensuring that all students have access to opportunities and resources regardless of their background or ability.

22.   Attractive Campus

Landscaping: - The school can invest in landscaping to create a beautiful and welcoming environment, with features such as gardens, trees and flowers.

Art and Murals: - Under **Diwar patrika abhiyaan** the school can commission murals and artworks to decorate walls and buildings, providing a creative and colorful atmosphere.

Environmental Sustainability: - The school can promote environmental sustainability by implementing eco-friendly features such as –
- Solar panels,
- Green roofs, and
- Rain gardens.

Outdoor Learning Spaces: - The school can create outdoor learning spaces such as -
- Gardens.
- Nature trails.
- Outdoor classrooms, providing students with a unique and engaging learning experience.

Sports and Recreational Facilities: - The school can invest in high-quality sports and recreational facilities such as –

- Gymnasium,
- Sports fields, and
- Standard Playgrounds, promoting physical activity and healthy living.

Science and Technology Labs: - The school can develop state-of-the-art science and technology labs that provide students with hands-on learning experiences and access to cutting-edge technology.

Modern Classrooms: - The school can renovate and modernize classrooms to create a comfortable and inspiring learning environment, with features such as
- Smart boards,
- Ergonomic furniture **and**
- Natural lighting.

Community Spaces: - The school can create inviting community spaces such as
- Library,
- Cafeteria **or**
- Student lounge, providing students and staff with areas for relaxation, socializing, and collaboration.